

Okeechobee 2018-19 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE's contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Dr. Pat McCoy

Contact Email: mccoyp@okee.k12.fl.us

Contact Telephone: 863-462-5000

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016 and 2016-2017 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	39	45	42	57	44	69	75

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	47	54	48	68	48	82	89

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	19	13	25	7	21	1	0
White/Hispanic	12	8	12	4	10	0	0
Economically Disadvantaged/Non-Economically Disadvantaged	24	21	27	19	24	17	16
Students with Disabilities/Students without Disabilities	28	25	31	24	32	21	19
English Language Learners/ Non-English Language Learners	14	10	17	13	17	9	5

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

Expenditures from this allocation will impact student achievement by providing reading coaches at each school site, specific professional development to ensure teachers have all the skills necessary to move students academically, programs to support reading instruction K-12.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

The Coordinator of Accountability and Assessment will collect data at the three Interim Assessment windows monitoring student progress toward the district goals. The Superintendent and/or his designee will meet with the Principals three times a school year to review their data and discuss the monitoring process that is in place at each school. These Data Chat meetings review successes, areas for improvement and identify strategies to meet goals.

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

The iReady diagnostic assessment will be given three times each school year for students in Kindergarten through eighth grade. Students in grades two through eight will also take Standards Mastery assessments based on the major work standards as determined in the district curriculum map and pacing chart. Level 1 students in grades nine through twelve will be assessed three times a year using FAIR.

C. How often will student progress monitoring data be collected and reviewed by the district?

Progress monitoring will take place three times each school year.

4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

The Superintendent, Assistant Superintendent for Instructional Services, Director of Student Services, Director of ESE, and the Coordinator of Assessment and Accountability are responsible for ensuring students not progressing toward the district goals are receiving appropriate interventions.

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

The Assistant Superintendent for Instructional Services is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards.

B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

The district will use the Instructional Practice Guide (IPG) from Achieve the Core as the data collection instrument for classroom observations and walk-throughs with district and school-based administrators during instructional rounds once each month.

C. How often will this evidence be collected at the district level?

Instructional rounds will be conducted side-by-side with district and school-based administrators once each month.

6. In regard to access to informational text for each content area in a variety of mediums, please address the following:

A. Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?

The Assistant Superintendent for Instructional Services will be responsible for ensuring schools have access to informational text for each content area in a variety of mediums.

B. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?

The district has purchased and provided to the schools electronic and print resources that are supplemental materials both within their core curriculum and also from outside sources. For example, the GALE resource has thousands of complex texts at a variety of levels that teachers can access to pull items that fit into their instructional units. Additionally, within this resource, there are other mediums represented. Teachers have the ability to request access to YouTube sites as well as resources housed within Safari Montage. The Principal and/or designee will monitor use of a variety of mediums and the complexity of texts used within the ELA classrooms. District personnel will also review these factors when observing classrooms across the district.

7. In regard to Universal Design for Learning (UDL), please address the following:

A. Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?

The Superintendent, Assistant Superintendent for Instructional Services, Director of Student Services, Director of ESE, and Coordinator of Accountability and Assessment will ensure that all classroom instruction is accessible to the full range of learners using the UDL principles.

B. What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?

During the Data Chats held with Principals, the Superintendent, Assistant Superintendent, Director of Student Services, Director of ESE, Coordinator of Accountability and Assessment and other District level staff, classroom instruction will be discussed to insure that it is accessible to all students in both the planning and delivery. The principles of Universal Design for Learning will be applied to the classroom instruction observed or discussed to determine that all students have the ability to access grade level curriculum.

The delivery system for the classroom will ensure that instruction is accessible to learners by including visual representations, videos, photographs, graphs, and other media in addition to text to deliver information and knowledge. Teachers will have materials available to them that provide multiple ways for students to access instruction and to demonstrate knowledge.

The District collects i-Ready data from interim assessments to gauge the progress students have made toward mastery of the standards. The data from the Instructional Rounds, which is collected quarterly at each school, demonstrates the lessons that are planned and delivery of those lessons. The data collected provides information about the instruction as it relates to the depth of the standard, the tasks that are provided to students, and student mastery of those skills during the class period observed.

C. How often will this evidence be collected at the district level?

Data Chats will be held with school Principals three times each school year. Monthly, district staff will perform instructional rounds of observations with school-based administrators and discuss trends and information collected during those observations, and set action steps for improving instruction.

- 8. As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.**

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;

- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* Office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

The Coordinator of Staff Development will ensure professional development activities funded through the Research-Based Reading Instruction Allocation is entered into the district master inservice plan.

- 2. What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

0

3. **Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?

The Coordinator of Staff Development and the Assistant Superintendent will ensure these trainings are entered into the master inservice plan and provided to reading coaches, classroom teachers and administrators.

4. **Was the training in question #3 funded through the Research-Based Reading Allocation? If not, please list the funding source for this training.**

Title II and District Funding

Reading/Literacy Coaches

The *Just Read, Florida!* Office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

1. **What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

http://www.okee.k12.fl.us/_cache/files/0/5/05ebf39f-ea6c-46fb-964d-665e72516b25/27F1D123D5EE4A7933A98716C041687D.reading-coach.pdf

2. **Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?**

Yearling Middle School, Osceola Middle School, Okeechobee Achievement Academy

3. **Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

Yes

4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:

- a. Elementary:0
- b. Middle:10% of each coach (2 coaches total) funded
- c. High: 80% of coach

5. How is the effectiveness of reading/literacy coaches measured in your district?

Teacher Evaluation data, Teacher survey data, Assessment data, Walk-through data, Student work samples

6. What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?

117,082

Supports for Identification and Intervention of Students With Reading deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?

Okeechobee High School 2.7 teachers

2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.

Yes

3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:

- a. Elementary:0
- b. Middle:0
- c. High:2.7

4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?

124,020

5. **Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:**

ReadyGEN Reading K-5, and Words Their Way K-2

6. **What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?**

\$130,817

7. **If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.**

Title I

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Dr. Pat McCoy
2. **Email Address:**mccoyp@okee.k12.fl.us
3. **Phone Number:**863-462-5000
4. **Please list the schools which will host a SRC:**

Seminole Elementary

5. **Provide the following information regarding the length of your district SRC:**

- a. **Start Date:**June 4, 2018
- b. **Which days of the week is SRC offered:**Monday- Thursday
- c. **Number of instructional hours per day in reading:**4
- d. **End Date:**June 28, 2018
- e. **Total number of instructional hours of reading:**64

6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes

7. **What is the anticipated teacher/student ratio?**

15:1

8. Will students in grades other than grade 3 be served as well? If so, which grade level(s)?

No

9. What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?

iReady Diagnostic and Standards Mastery assessments will be given Pre/Post

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	0
District expenditures on reading coaches	117,082
District expenditures on intervention teachers	124,020
District expenditures on supplemental materials or interventions	130,817
District expenditures on professional development	0
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	371,919
Amount of district research-based reading instruction allocation for 2018-2019	371,919

APPENDIX A



K12 Reading Planning Meeting Agenda April 20, 2018

- Welcome and Purpose Pat McCoy, Asst. Superintendent
- Review Reading Assessment Data Michelle Branham, Assess & Account
 - ESE Data Wendy Coker, Director ESE
 - ELL Data Toni Wiersma, Student Services
- Review Allocations Pat McCoy
- Review ESE Allocations Wendy Coker, Director ESE
- Review District Data Chat Notes Michelle Branham
- Review District PD Draft Plan Donna Garcia, Coordinator PD
- Review and revise the Intervention Charts for k-12 Reading Plan

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
 - 1) Scaled score of 497-529
 - 2) Scaled score of 438-496
 - 3) Scaled score of 437 and below; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Curriculum Decision Tree for Reading Improvement in Kindergarten – Second Grade

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Kindergarten-2 nd Grade Administer i-Ready Reading Assessment	Assessment Period 1: August 2017	Student's overall scale score is on or above grade level on the iReady diagnostic assessment or FLKRS scale score 497-529	<ul style="list-style-type: none"> ➤ Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level. 	<ul style="list-style-type: none"> ➤ Continue with core reading program (Pearson <i>ReadyGEN</i>) following suggested daily lesson plans that utilize high yield instructional strategies for teaching the components of reading and introduce students to robust vocabulary. Monitor and practice fluency using stories from the core reader, oral reading fluency passages, partner reading, etc. ➤ Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready Florida</i>
	Assessment Period 2: December 2017			
Assessment Period 3: May 2018				
		Student's overall scale score is < 1 level below on the iReady diagnostic assessment or FLKRS scale score 438-496	<ul style="list-style-type: none"> ➤ Determine the areas of strength and weakness. ➤ Consult the student profile in i-Ready and see detailed next steps for instruction. 	<ul style="list-style-type: none"> ➤ Continue with Pearson <i>ReadyGEN</i> core program during the 90 minute reading block. ➤ Use core reading program's leveled readers during small group to provide differentiated instruction that focuses on students' weaknesses. ➤ Use information from i-Ready diagnostic assessments to group students for instruction based on their area of need. ➤ Provide students with additional reading support and scaffolding by using the core and <i>Ready Florida</i> reading program's Strategic Small Group lessons, and re-teaching lessons.

				<ul style="list-style-type: none"> ➤ Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready Florida</i>
		<p>A student will be considered to have substantial reading deficiencies, if the Student’s overall scale score is > 1 level below on iReady diagnostic assessment or FLKRS scale score 437 and below</p>	<ul style="list-style-type: none"> ➤ Progress monitor monthly using i-Ready ➤ Consult the student profile in i-Ready and see detailed next steps for instruction. ➤ Consult the Instructional Grouping Profile report in i-Ready to determine instructional priorities for these students. ➤ Notify parents of reading deficiency as required Section 1008.25, F.S. <p>Note: Students scoring 2 or more levels below will need to receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</p>	<ul style="list-style-type: none"> ➤ Continue with Pearson ReadyGEN core program during the 90 minute reading block. ➤ Provide students with additional support and scaffolding in addition to the 90 minute reading block using supplemental and intervention reading materials/ programs. Pearson’s ReadyGEN, Strategic Small group interventions, Pearson’s Ready Up! Intervention, Wilson Reading intervention, and Reading Coach, etc. ➤ Utilize decodable readers that are part of the core reading program. ➤ Provide an additional 30 minutes of intensive reading instruction. ➤ Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready Florida</i>

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

Curriculum Decision Tree for Reading Improvement Grades 3-5

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Grade 3-5 Administer i-Ready Reading Assessment	Assessment Period 1: August 2017	Student's overall scale score is on or above grade level	<ul style="list-style-type: none"> ➤ Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level. 	<ul style="list-style-type: none"> ➤ Core Reading Program (Pearson ReadyGEN) using leveled readers for differentiated instruction and reteach lessons when necessary. ➤ Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready Florida</i>
	Assessment Period 2: December 2017	Student's overall scale score is < 1 level below and/or Student's FSA Level is below level 3	<ul style="list-style-type: none"> ➤ Determine the areas of strength and weakness. ➤ Consult the student profile in i-Ready and see detailed next steps for instruction. ➤ Notify parents of reading deficiency as required Section 1008.25, F.S. 	<ul style="list-style-type: none"> ➤ Use of core reading program during the 90 minute reading block. ➤ Use of research based reading strategies from FRI and reading competencies training ➤ High level questioning strategies ➤ Before reading, during reading, and after reading questioning strategies ➤ Use of Close Reading Strategy ➤ Use of Pearson's ReadyGEN's Strategic Intervention small group lessons intervention kit ➤ Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready Florida</i>
Assessment Period 3: May 2018				

		<p>A student will be considered to have substantial reading deficiencies, if the Student's overall scale score is > 1 level below and/or the student's FSA Score is below a level 2</p>	<ul style="list-style-type: none"> ➤ Progress monitor monthly using i-Ready ➤ Consult the student profile in i-Ready and see detailed next steps for instruction. ➤ Consult the Instructional Grouping Profile report in i-Ready to determine instructional priorities for these students. ➤ Notify parents of reading deficiency as required Section 1008.25, F.S. <p>Note: Students scoring 2 or more levels below will need to receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</p> <ul style="list-style-type: none"> ➤ 	<ul style="list-style-type: none"> ➤ Provide students with daily opportunities for fluency practice using strategies like partnered reading, teacher read alouds, repeated readings, reader's theater, etc. ➤ Use research based reading strategies for scaffolding comprehension. ➤ Additional 30 minutes of Strategic Intervention provided by the classroom teacher. ➤ Use research based reading strategies from FRI and other training to provide students with scaffolded instruction in phonics and phonemic awareness ➤ Continue to use core reading program during the 90 minute reading block providing students with differentiated instruction during small groups ➤ Provide students with additional time using Pearson's ReadyGEN small group lessons and Ready Up! intervention ➤ Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready Florida</i> ➤ *Use the ELA Formative Assessment System to monitor student progress between Assessment Periods.
--	--	--	--	--

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

Assessment/Curriculum Decision Tree for Reading Improvement Grades 6-8
Okeechobee County

Screening Assessment	Dates	If	Then	Materials/ Strategies
Administer Edmentum Test Packs Reading Assessment to all students	Assessment Period 1: August 2017	Student’s overall scale score is on or above grade level (Or FSA Level 3 or above)	➤ Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level.	<ul style="list-style-type: none"> ➤ Use of Core ELA Program – <i>Collections</i> ➤ Focus on High level questioning and comprehension of complex text ➤ Close reading of complex text ➤ AVID WICOR strategies
	Assessment Period 2: December 2017			
	Assessment Period 3: May 2018			
		Student’s overall scale score is 1 level below Lexile > 980L (Or FSA Level 2)	<ul style="list-style-type: none"> ➤ Determine the areas of strength and weakness. ➤ Consult the student profile in Edmentum and see detailed next steps for instruction. 	<ul style="list-style-type: none"> ➤ Use of Core ELA Program – <i>Collections</i> ➤ 45 minutes of prescribed Edmentum Reading online instruction weekly ➤ Focus on High level questioning and comprehension of complex text ➤ Close reading of complex text ➤ AVID WICOR strategies ➤ Increase teacher directed small group instruction during the 90 minute ELA block
		Student’s overall scale score is 2 levels below Lexile 661-980L (Or FSA level 1)	<ul style="list-style-type: none"> ➤ Progress monitor monthly using Edmentum ➤ Consult the student profile in Edmentum and see detailed next steps for instruction. ➤ Consult the Instructional Grouping Profile report in 	<ul style="list-style-type: none"> ➤ 45 minutes of prescribed Edmentum Reading online instruction weekly ➤ Small group differentiated instruction that focuses on specific tools for instruction from <i>Collections</i> Edmentum , and lessons from <i>Ready Florida</i>

			<p>Edmentum to determine instructional priorities for these students.</p> <p>Note: FSA ELA Level 1 students scoring 2 or more levels below will receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</p>	<ul style="list-style-type: none"> ➤ Additional small group instruction in word study and vocabulary; addition work with related text; routine fluency instruction; increase the volume of reading <p>*Use the ELA Formative Assessment System to monitor student progress between Assessment Periods.</p>
		<p>Student’s overall scale score is > 2 levels below</p> <p>Lexile ≤660L</p>	<ul style="list-style-type: none"> ➤ Progress monitor monthly using Edmentum ➤ Consult the student profile in Edmentum and see detailed next steps for instruction. ➤ Consult the Instructional Grouping Profile report in Edmentum to determine instructional priorities for these students. <p>Note: FSA ELA Level 1 students scoring 2 or more levels below will receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</p>	<ul style="list-style-type: none"> ➤ 45 minutes of prescribed Edmentum Reading online instruction weekly ➤ Small group differentiated instruction that focuses on specific tools for instruction from <i>Collections</i> Edmentum , and lessons from <i>Ready Florida</i> ➤ Additional small group instruction in word study and vocabulary; addition work with related text; routine fluency instruction; increase the volume of reading <p>*Use the ELA Formative Assessment System to monitor student progress between Assessment Periods.</p>

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

Okeechobee Middle Grades DJJ Sites:
Taylor Creek Juvenile Residential Facility (47-8101), Cypress Juvenile Res. Facility (47-9106), and OIHH (47-8017)

Screening Assessment	If	Then	Materials/Activities
FSA	Level 1 or 2	Enrollment in Intensive Reading	Provide 90-minute Intensive Reading block five days per week. Use Kathi Worf's Intervention, Phonics for Reading, PLATO
Common Assessment	Student scores 2 grade levels or more below in reading on the Common Assessment AND there are no FSA results available.	Enrollment in Intensive Reading	Provide 90-minute Intensive Reading block five days per week. Use Kathi Worf's Intervention, Phonics for Reading, PLATO
Progress Monitoring	On-going progress monitoring will include running records and content specific formative assessment. Administer FAIR three times a year for benchmarked progress monitoring		FAIR, Phonics for Reading, and Edmentum Test Packs
FAIR (Cypress, OIHH, Tantie)	Administer if time for regular progress monitoring or if not progressing.	Focus instruction in area(s) identified as need(s)	Differentiated Instruction, Provide intensive instruction in identified needs area(s), Use Kathi Worf's Intervention, Phonics for Reading, PLATO

Assessment/Curriculum Decision Tree for Reading Improvement Grades 9-12 Okeechobee County

Screening Assessment	Dates	IF	THEN	Materials/ Strategies
Grades 9-12 Students Scoring at FSA Level 3 or Above	Spring Administration	Students score FSA Level 3 or above	<ul style="list-style-type: none"> ➤ Consider individual students' strengths and recommend placement in general ELA course, AP, or dual enrollment classes as appropriate for each student 	<ul style="list-style-type: none"> ➤ Use of core ELA program-<i>Collections</i> ➤ Focus on High level questioning and comprehension of complex text ➤ Close reading of complex text ➤ AVID WICOR strategies ➤ Study Island
Grades 9-12 Administer Edmentum Test Packs to all students scoring Achievement Levels 1-2 on the FSA ELA.	Assessment Period 1: August/September 2017 Assessment Period 2: January 2018 Assessment Period 3: April/May 2018	Student's Probability of Literacy Success (PLS) score is at or above 85% (Green Success Zone)	<ul style="list-style-type: none"> ➤ Consider individual students' strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction. ➤ Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards 	<ul style="list-style-type: none"> ➤ Focus on High level questioning and comprehension of complex text ➤ Close reading of complex text ➤ AVID WICOR strategies ➤ Use of complex text and higher order questioning in English and other Content Area Classes ➤ Use of research based reading strategies from FRI and Florida Schools of Innovation and Improvement training
		Student's Probability of Literacy Success (PLS) score is 84% or less (Yellow or Red Success Zone)	<ul style="list-style-type: none"> ➤ Students receive the Syntactic Knowledge score. Use this score along with the WRT & VKT scores to form a profile[†] to determine the appropriate 	<ul style="list-style-type: none"> ➤ If a student's scores indicate sufficient decoding (WRT) and oral language skills (VKT, SKT). <ul style="list-style-type: none"> ○ Content area Reading classes where allowable ○ Teacher created CIS units

			<p>programs/materials/strategies to meet student needs.</p> <ul style="list-style-type: none"> ➤ WRT, VKT, SKT scores are above 30th percentile ➤ Provide <i>enhanced</i> instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards. ➤ WRT is below 30th percentile ➤ Assess fluency (rate, accuracy and expression) through having the student orally read a passage. ➤ If the student reads fluently, then work on comprehension strategies. ➤ If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy). ➤ If the student has a high error rate, provide instruction in basic, phonics (letter/sound patterns, syllable types, etc.) ➤ VKT is below 30th percentile ➤ Provide instruction in base/root words and prefixes/suffixes. ➤ Provide other intensive vocabulary instruction. ➤ SKT is below 30th percentile 	<ul style="list-style-type: none"> ➤ If a student's scores indicate difficulties with word recognition (WRT, fluency) only. ➤ Implement strategies for increasing fluency such as partnered reading, repeated readings, teacher read alouds ➤ Direct vocabulary instruction ➤ If a student's scores indicate difficulties with oral language (VKT, SKT) only. ➤ Placement in Intensive Reading Class or content area reading class ➤ Rosetta Stone ➤ If a student's scores indicate difficulties with both decoding (WRT) and oral language (VKT, SKT). ➤ Placement in Intensive Reading/Critical Thinking class
--	--	--	---	--

- Provide explicit instruction in sentence construction and determining how clauses and ideas relate to one another throughout a text.
- *Consider use of the Open Response task to further assist in determining student misconceptions and instructional needs.
- **Note: The 30th percentile cut point used in this document is given as a guide to estimate the level of instructional support necessary for student success. This cut point may need to be refined within each school and district depending on local circumstances such as available resources and student performance. The 30th percentile cut point will be reevaluated by the Florida Center for Reading Research and Just Read, Florida! after data is collected with the new end-of-year outcome assessment.
- FSA Level 2
- WRT and VKT/SKT is $\geq 31^{\text{st}}$ Percentile
- Lexile >980L
- FSA Level 1 or 2

Okeechobee County Chart DT3

			<ul style="list-style-type: none"> ➤ WRT and VKT/SKT is $\geq 31^{\text{st}}$ Percentile ➤ Lexile 661-980L ➤ FSA Level 1 ➤ WRT and/or VKT/SKT $\leq 31^{\text{th}}$ Percentile ➤ Lexile $\leq 660L$ 	<ul style="list-style-type: none"> ➤ Advisement or Study Hall should be scheduled with a reading or English teacher when available ➤ NGCAR-PD Content area Reading Class ➤ Advisement or Study Hall should be scheduled with a reading or English teacher when available ➤ NGCAR-PD Content area Reading Class ➤ Support facilitation in the English class provided by the Reading teacher ➤ Intensive Reading Class 9th grade ➤ iXL ➤ Intensive Reading <u>OR</u> Critical Thinking Class 10-12 grades ➤ Grades 11-12 ➤ Khan Academy
--	--	--	---	--

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.

Okeechobee High School DJJ Sites:

Taylor Creek Juvenile Residential Facility (47-8101), Cypress Juvenile Res. Facility (47-9106), and OIHH (47-8017)

Screening Assessment	If	Then	Materials/Activities
FSA	Level 1 or 2	Enrollment in Intensive Reading	Provide 90-minute Intensive Reading block five days per week. Use Reading Skills for Life, Read XL, PLATO
New Century Common Assessment	Student scores 2 grade levels or more below in reading on the BASI AND there are no FSA results available.	Enrollment in Intensive Reading	Provide 90-minute Intensive Reading block five days per week. Use Reading Skills for Life, Read XL, PLATO
Progress Monitoring	On-going progress monitoring will include running records and content specific formative assessment. Administer FAIR three times a year for benchmarked progress monitoring		FAIR, Phonics for Reading, and Edmentum Test Packs
FAIR (Cypress, Tantie, and OIHH)	Administer if time for regular progress monitoring or if not progressing.	Focus instruction in area(s) identified as need(s)	Differentiated Instruction, Provide intensive instruction in identified needs area(s), Use Reading Skills for Life, Read XL, PLATO

APPENDIX C

300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Okeechobee
- 2. Contact name for schools covered on this plan:** Pat McCoy
- 3. Contact phone number:** 863-462-5000
- 4. Contact email:** mccoyp@okee.k12.fl.us
- 5. Schools covered by this plan:** Seminole Elementary

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** 8:00 am
- 2. School dismissal time:** 3:15 pm
- 3. Total number of instructional minutes per day:** 435
- 4. Minutes per day of reading instruction (must be at least 150):** 150

Section 3. Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

Level 4 and 5 students will receive differentiated instruction based on their need identified from the iReady diagnostic assessment. Enrichment activities and acceleration opportunities will also be implemented to ensure student continue to grow. Model Eliciting Activity (MEA) STEM lessons are used during the extra hour of instruction as well as, project-based learning modules.

APPENDIX C

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

The school principal was notified of the requirement to have effective or highly-effective teachers provide the extended hour of instruction. All of the instructional staff who teach the additional block were checked against the IPC portion of the evaluation ratings.

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

Seminole Elementary will be focusing on explicit instruction in phonics and phonemic awareness during the additional hour of instruction.

According to Chall (1996), "systematic and early instruction in phonics leads to better reading: better accuracy of word recognition, decoding, spelling, and oral and silent reading comprehension." The most effective type of instruction, especially for children at risk for reading difficulties, is explicit (direct) instruction (Adams, 1990; Chall, 1996; Honig, 1995; Evans and Carr, 1985; Stahl and Miller, 1989; Anderson et al, 1985.). Implicit instruction relies on readers "discovering" clues about sound-

spelling relationships. Good readers can do this; poor readers aren't likely to. Good readers can generalize their knowledge of sound-

spelling relationships and syllable patterns to read new words in which these and other sound-spellings and patterns occur. Poor readers must rely on explicit instruction.

Although explicit instruction has proved more effective than implicit instruction, the key element in the success of explicit phonics instruction is the provision of multiple opportunities to read decodable words (that is, words containing previously taught sound-spellings) in context (Stahl, Osborn, and Pearson, 1992; Juel and Roper-Schneider, 1985; Adams, 1990) and ample modeling of the application of these skills to real reading. In fact, students who receive phonics instruction achieve best in both decoding and comprehension if the text they read contains high percentages of decodable words.

In addition, by around second or third grade, children who've been taught with explicit phonics instruction generally surpass the reading abilities of their peers who've been taught with implicit phonics instruction (Chall, 1996). Seminole purchased BLAST! Phonics program for the 2018-19 SY. Seminole is also using Ready strategies from the iReady Toolkit differentiated instruction. The Scaffolding handbook from ReadyGEN is also used to provide additional strategies for remedial instruction.

APPENDIX C

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

All students K-5 complete the iReady diagnostic screening three times per year. Students are systematically grouped according to his/her performance in each reading sub category of the diagnostic exam. Small group instruction is delivered to each group according to the student's needs. Standards Mastery exams are given at the end of each group of lessons related to a standard, and remediation occurs based on student need.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

Explicit instruction in phonics and phonemic awareness will be the focus of instruction during the additional hour. The following materials will be used for instruction Words Their Way (Pearson), Language Power (Teacher Created Materials), and Sing, Spell, Read, and Write.

Most poor readers have a strategy imbalance. They tend to overrely on one reading strategy, such as the use of context clues, to the exclusion of other strategies that might be more appropriate (Sulzby, 1985). To become skilled fluent readers, children need to have a repertoire of strategies to figure out unfamiliar words (Cunningham, 1990). These strategies include using a knowledge of sound-spelling relationships, using context clues, and using structural clues and syllabication strategies. Younger and less skilled readers rely more on context than other, often more effective, strategies (Stanovich, 1980). This is partly due to their inability to use sound-spelling relationships to decode words. Stronger readers don't need to rely on context clues because they can quickly and accurately decode words by sounding them out.

Unfortunately, children who get off to a slow start in reading rarely catch up to their peers and seldom develop into strong readers (Stanovich, 1986; Juel, 1988). Those who experience difficulties decoding early on tend to read less and thereby grow less in terms of word recognition skills and vocabulary.

A longitudinal study conducted by Juel (1988), revealed an 88% probability that a child who is a poor reader at the end of first grade would still be a poor reader at the end of fourth grade. Stanovich (1986) refers to this as the "Matthew Effect" in which the "rich get richer" (children who are successful decoders early on read more and therefore improve in reading), and the "poor get poorer" (children who have difficulties decoding become increasingly distanced from the good decoders in terms of reading ability).

APPENDIX C

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

This district has provided authentic text in social studies and science as anchor text for the core reading program- ReadyGen. Student practice new reading skills through content aligned with the ELA standards. Students write everyday as a part of the ReadyGEN program. In addition, Top Score Writing is used as a supplement to the ReadyGEN curriculum material in the additional hour of instruction.