

Orange 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: Michelle Platzer

Contact Email: michelle.platzer@ocps.net

Contact Telephone: 407-317-3200 ext. 200-2532

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.

- 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	54	55	55	59	55	62	64

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	52	54	54	57	52	60	62

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	33	31	34	28	33	25	22
White/Hispanic	25	21	27	22	26	18	16
Economically Disadvantaged/Non-Economically Disadvantaged	29	27	30	26	25	23	19
Students with Disabilities/Students without Disabilities	40	34	40	35	39	31	26
English Language Learners/ Non-English Language Learners	32	33	34	30	33	26	21

* 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.

Projected expenditures are expected to impact student achievement in several ways. These include reading coach positions in our schools to support teachers and students, purchasing of reading intervention programs for students, professional development for administrators, coaches and teachers, third grade summer reading camp, extra hour of instruction at our lowest 300 schools, creating curriculum documents to support teachers with instruction, and funding designated for charter schools.

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?

Student progress monitoring data will be collected by the Research Accountability and Grants Department. Learning Community leadership will be responsible for reviewing student progress monitoring data for the schools in their learning communities.

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.

For kindergarten through eighth grade, the i-Ready diagnostic will be utilized. Grades nine through twelve will be monitored through district created progress monitoring assessments (PMAs) that align with the Language Arts Florida Standards. Other school level progress monitoring may include i-Ready Standards Mastery, i-Ready Growth Monitoring, Culminating tasks, and school created common assessments.

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

The i-Ready diagnostic and progress monitoring assessments (PMAs) will be administered and monitored three times per year. Other forms of progress monitoring may happen more frequently by learning community leadership.

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

School level leadership and Learning Community leadership are responsible for ensuring the fidelity of students not progressing towards district goals 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?

School level leadership and Learning Community leadership are responsible for ensuring that classroom instruction is aligned to grade-level Florida Standards. They will be supported by Professional Development Services, Corrective Programs Senior Administrators, Program Specialists, and district coaches when applicable.

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

Lesson plans, data collected using the Marzano Model of Causal Teacher Evaluation and i-Observation, informal observations, common planning notes, PLC agendas and notes, and student work samples will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards.

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

The Learning Community leadership will collect this data weekly and review monthly.

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 Curriculum, Instruction and Digital Learning Department is responsible for ensuring that 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?

In addition to using texts from core, supplemental, and intervention programs, the district provides texts and resources through Canvas Commons, and links to texts within curriculum documents. These resources include ebooks, videos, tutorials, and online texts. All resources are available to every teacher and student through Launchpad.

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?

School level leadership and Learning Community leadership are responsible for ensuring that classroom instruction is accessible to the full range of learners using the UDL principles. Resources supporting the UDL principles are included in curriculum documents provided by the Curriculum, Instruction and Digital Learning Department.

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)?

Lesson plans, data using the Marzano Model of Causal Teacher Evaluation and i-Observation, informal observations, common planning notes, PLC agendas and notes, and student work samples will be collected to demonstrate that classroom

instruction is accessible to the full range of learners using UDL principles for effective instructional design and delivery.

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

The Learning community leadership will collect data weekly and review monthly.

- 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?**

Professional Development Services is responsible for ensuring every professional development activity 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?**

The OCPS inservice activities exceed the amount provided by the state for the Research-Based Reading Allocation. Funds are pulled from grants and other district funds to cover the cost of professional development activities.

- 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?

Professional Development Services is responsible for entering this training into the master inservice plan. Professional Development Services, ESE, and Curriculum Instruction and Digital Learning are collaborating to provide this training to reading coaches, classroom teachers, and school 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.

The funding for this training has come from grants and other district funds, as our district exceeds the amount provided by the state in the reading allocation.

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.

All reading/literacy coaches will be highly qualified with grade level reading experience. Coaches will be certified, or working towards their endorsement/certification. The reading/literacy coaches are school based. When filling instructional coaching vacancies, the principal/designee will utilize the HR system to identify applicants noted as highly qualified in reading. The district human resources and certification departments will assist in ensuring all schools have highly qualified coaches. School based coaches are chosen by principals.

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

Lakeville ES, Cypress Springs ES, Hillcrest ES, Oakshire ES, Laton Chiles ES, Endeavor ES, Three Ponds ES, Citrus ES, Camelot ES, Kaley-Lake Como ES, Avalon ES, West Creek ES, Thornebrook ES, Lake Gem ES, Princeton ES, Riverdale ES, Orlo Vista ES, Killarney ES, Andover ES, Whispering Oak ES, Laureate Park ES, Tildenville ES, Pinewood ES, Lockhart ES, Union Park ES, Zellwood ES, Lake Silver ES, Baldwin Park ES, Dream Lake ES, Conway ES, Lakemont ES, Blankner K-8, Lake Weston ES, Catalina ES, Cheyney ES, Cypress Park ES, Brookshire ES, Dover Shores ES, Mollie Ray Es, Tangelo Park ES, Lovell ES, Spring Lake ES, Bonneville ES, Hiawassee ES, McCoy ES, Pershing-Pine Castle ES, Prairie Lake ES, Ventura ES, Arbor Ridge K-8, OCPS Academic Center for Excellence, Metrowest ES, Meadow Woods ES, Windy Ridge K-8, Bay Meadows, Waterford ES, Winegard ES, Dommerich ES, Westpointe ES, Lake Sybelia ES, Winderemere ES, Riverside ES, Sadler ES, Rosemont ES, Apopka ES, Orange Center ES, Southwood ES, Hungerford ES, Wheatley ES, Sunrise ES, Ivey Lane ES, Ridgewood ES, Shenandoah ES, Hidden Oaks ES, Palmetto ES, Millennia Gardens ES, Oak Hill ES, Palmetto ES, Ocoee ES, Pinar ES, Millennia ES, Westbrooke ES, Lake Whitney ES, Dr. Phillips ES, Deerwood ES, Castle Creek ES, Shingle Creek ES, Sand Lake ES, Wyndham ES, wolf Lake ES, Stone Lakes ES, Keene's Crossing ES, Sunridge ES, Timber Lakes ES, Eccleston ES, Howard MS, Memorial MS, Freedom MS, Apopka MS, Ocoee MS, Lakeview MS, Hunter's Creek MS, Glenridge MS, College Park MS, Maitland MS, Union Park MS, Robinswood MS, Southwest MS, Jackson MS, Westridge MS, Walker MS, Meadowbrook MS, Corner Lake MS, Chain of Lakes MS, Meadow Woods MS, Conway MS, Liberty MS, Gotha MS, Wolf Lake MS, South Creek MS, Bridgewater MS, Avalon MS, Innovation MS, Sunridge MS, Lake Nona MS, Carver MS, Boone

HS, Edgewater HS, Ocoee HS, Colonial HS, Evans HS, Oak Ridge HS, Dr, Phillips HS, University HS, Winter Park HS, West Orange HS, Apopka HS, Wekiva HS, Timber Creek HS, Olympia HS, Cypress Creek HS, Freedom HS, East River HS, Winderemere HS, Lake Nona HS, Jones, HS

- 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.**

Schools are prioritized based on need as identified by data points, size of student population, and percentage of families who qualify for free and reduced meals. Schools use funding from a variety of sources including Title I to support reading/ literacy coach positions. We utilize the FLDOE reading plan funds to provide additional reading/literacy coach positions as warranted based on the criteria described above.

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

- a. Elementary: 95 (this includes 3 K-8 schools)
- b. Middle: 31
- c. High: 20

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

The effectiveness of reading/literacy coaches is measured through the Marzano i-Observation tool, student data, and other observational data.

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

\$3,275,120

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?**

No schools are provided with a reading intervention teacher funded through the Research-Based Reading Instruction Allocation.

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.**

Not applicable

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: 0

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

zero

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.:**

i-Ready, Reading Plus, and System 44 are purchased using these funds.

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

\$1,062,935

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.**

The funding will come from grants and other district funds, as our district exceeds the amount provided by the state in the reading allocation.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Meg Bowen
2. **Email Address:**marguerite.bowen@ocps.net
3. **Phone Number:**407-317-3200 ext. 2002788

4. Please list the schools which will host a SRC:

North Learning Community: Apopka, clay Springs, Dream Lake, Killarney, Lake Gem, Lake Silver, Lake Weston, Lakeville, Lockhart, Lovell, Pinewood, Prairie Lake, Riverside, Rosemont, Spring Lake, Wheatley, Zellwood

Southeast Learning Community: Conway, Lake George, Lancaster, Laureate Park, McCoy, Meadow Woods, Moss Park, Oakshire, Pershing Pine Castle, Pinar, three Points, Ventura, Vista Lakes, Winegard

Southwest Learning Community: Bay Meadows, Catalina, Dr. Phillips, Eagle's Nest, Eccleston, Endeavor, John Young, Millenia, Millennia Gardens, Palmetto, Pineloch, Sadler, Sand Lake, Shingle Creek, Tangelo Park

East Learning Community: Aloma, Audubon Park, Avalon, Azalea Park, Bonnevill, Castle Creek, Cheney, Chickasaw, Columbia, Deerwood, Dommerich, Engelwood, Forsyth Woods, Little River, Riverdale, Lawton Chiles, Sunrise

West learning Community: Dillard Street, Hiawassee, Independence, Ivey Lane, Maxey, MetroWest, Oak Hill, Ocoee, Orange Center, Rolling Hills, thornebrooke, Tildenville, Westbrooke, West Oaks

School Transformation Office: ACE, Mollie Ray, Orlo Vista, Ridgewood Park, Rock Lake, Washington Shores

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

- a. **Start Date:** June 5, 2018
- b. **Which days of the week is SRC offered:** SRC will be offered on Mondays, Tuesdays, Wednesdays, and Thursdays. There will be one Friday, June 8, but other than that, students will not report on Fridays.
- c. **Number of instructional hours per day in reading:** 6
- d. **End Date:** June 28, 2018
- e. **Total number of instructional hours of reading:** 96

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.?

Each SRC site principal makes hiring decisions. Teachers that are highly effective will be given hiring preference.

7. What is the anticipated teacher/student ratio?

1:18

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

Students in kindergarten, first, and second grades will also be served.

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

Evidence collected will include observational data and teacher feedback. Student growth will also be measured by pre and post assessment data comparisons, and third grade portfolio completion.

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	\$663,354
District expenditures on reading coaches	\$3,275,120
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	\$1,062,935
District expenditures on professional development	0
District expenditures on summer reading camps	\$1,275,762 (3 rd grade only)
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$3,017,565
Flexible Categorical Spending	0
Sum of Expenditures	\$9,294,736
Amount of district research-based reading instruction allocation for 2018-2019	\$9,294,736

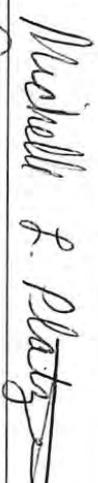
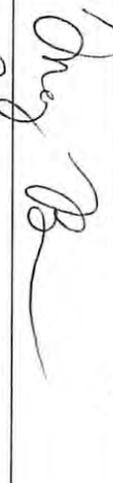
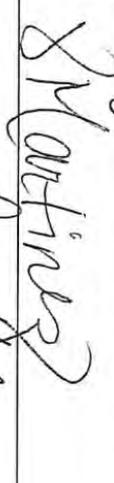
APPENDIX A

OCPS K-12 Comprehensive Research-Based Reading Plan Department Communication Meeting

Monday, April 16, 2018

10:00 AM, RBELC 7B

Sign-In Sheet

Name	Department	Title	Signature
Michelle Platzer	Curriculum + Instruc.	Senior Administrator, Elem ELA + SS	
Meg Bowen	CIDL	Director, Elem C&I	
Valerie Martinez	MS&ES	Director, MS&ES	
Tall Gesundheit	T&L ESE	Senior Director	

Monday, April 16, 2018

10:00 AM, RBELC 7B

- I. Welcome and Introductions
- II. Purpose of Meeting
- III. K-12 Comprehensive Research-Based Reading Plan Alignment to The District ELL Plan
- IV. K-12 Comprehensive Research-Based Reading Plan Alignment to ESE District Special Programs and Procedures (SP&P) Requirements
- V. In regards to UDL:
 - a. Who at the district level will ensure that all classroom instruction is accessible to the full range of learners using UDL principles?
 - i. School level leadership and Learning Community Leadership are responsible for ensuring that classroom instruction is accessible to the full range of learners using the UDL principles. Resources supporting the UDL principles are included in curriculum documents provided by the Curriculum, Instruction and Digital Learning Department.
 - 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)?
 - i. Lesson plans, data collected using the Marzano Model of Causal Teacher Evaluation and i-Observation, informal observations, common planning notes, PLC agendas and notes, and student work samples will be collected to demonstrate that classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design and delivery.
 - c. How often will this evidence be collected at the district level?
 - i. This data will be collected weekly and reviewed monthly.

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;

Orange County Public Schools 2018-2019
 Identification/Intervention Decision Tree, DT 1: Elementary

Grade Level: Kindergarten

If	Then
Florida Kindergarten Readiness Screener Scale Score of 497-529 (On Watch)	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Small group instruction daily in the 90 minute reading block with a highly qualified teacher - Group size 4-8 students -Some students may receive immediate intensive intervention in addition to the 90 minute reading block -Instruction will include comprehension, phonics, phonemic awareness, decoding, and vocabulary. -Students will be progress monitored through Common Assessments and i-Ready diagnostics.
Florida Kindergarten Readiness Screener Scale Score of 438-496 (Intervention)	<ul style="list-style-type: none"> -Small group instruction daily in the 90 minute reading block with a highly qualified teacher - Group size 4-8 students -Immediate intensive intervention in addition to the 90 minute reading block Instruction will include comprehension, phonics, phonemic awareness, decoding, and vocabulary -Students will be progress monitored through Common Assessments and i-Ready diagnostics.
Florida Kindergarten Readiness Screener Scale Score of 437 and Below (Substantial Reading Deficiency, Urgent Intervention)	<ul style="list-style-type: none"> -Student is considered to have a substantial reading deficiency. -Small group instruction daily in the 90 minute reading block with a highly qualified teacher - Group size 1-5 students -Notify parents of reading deficiency (determined by FLKRS, i-Ready diagnostic, and OCPS Performance Guidelines). -Immediate intensive intervention in addition to the 90 minute reading block -Instruction will include comprehension, phonics, phonemic awareness, decoding, and vocabulary. -Students will be progress monitored through Common Assessments and i-Ready diagnostics

Grade Level: Kindergarten-Fifth Grade

If	Then
<p>i-Ready Diagnostic Score of Above Level *See Chart below for i-Ready on-level ranges (above range is considered above level). And/Or 4th and 5th grade FSA ELA score of 4 or 5</p>	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Small group instruction in the 90 minute reading block with a highly qualified teacher - Group size 4-8 students -Instruction will include comprehension, phonics, phonemic awareness (primary), decoding, and vocabulary. -Students will be progress monitored through Common Assessments and i-Ready diagnostics.
<p>i-Ready Diagnostic Score of On Level *See Chart below for i-Ready on-level ranges. And/Or 4th and 5th grade FSA ELA score of 2 or 3</p>	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Small group instruction in the 90 minute reading block with a highly qualified teacher - Group size 4-8 students -Instruction will include comprehension, phonics, phonemic awareness (primary), decoding, and vocabulary and tailored to student need. Students will be progressed monitored through Common Assessments and i-Ready diagnostics.
<p>i-Ready Diagnostic Score of Below Level *See Chart below for i-Ready on-level ranges (below range is considered below level). And/Or 4th and 5th grade FSA ELA score of 1 Retained 3rd grade FSA ELA score of 1</p>	<ul style="list-style-type: none"> -Small group instruction daily in the 90 minute reading block with a highly qualified teacher -Group size 1-6 students -Notify parents of reading deficiency (determined by FSA, i-Ready diagnostic, and OCPS Performance Guidelines). -Immediate intensive intervention in addition to the 90 minute reading block - Instruction will include comprehension, phonics, phonemic awareness, decoding, and vocabulary and tailored to student need. - Students will be progressed monitored through Common Assessments and i-Ready diagnostics. -Students that do not respond to reading interventions will be remediated in small group instruction based on student data in areas of deficiency

Grade Level	Nine Week Targets	i-Ready
Kindergarten	1 st Quarter	362-395
	2 nd Quarter	N/A
	3 rd Quarter	396-423
	4 th Quarter	
First Grade	1 st Quarter	434-457
	2 nd Quarter	N/A
	3 rd Quarter	458-479
	4 th Quarter	
Second Grade	1 st Quarter	489-512
	2 nd Quarter	N/A
	3 rd Quarter	513-536
	4 th Quarter	
Third Grade	1 st Quarter	514-544
	2 nd Quarter	N/A
	3 rd Quarter	545-560
	4 th Quarter	
Fourth Grade	1 st Quarter	557-578
	2 nd Quarter	N/A
	3 rd Quarter	579-602
	4 th Quarter	
Fifth Grade	1 st Quarter	581-608
	2 nd Quarter	N/A
	3 rd Quarter	609-629
	4 th Quarter	

Students in kindergarten through third grade will be considered to have a substantial reading deficiency if they score at or below the diagnostic scores in the chart below.

Grade Level	i-Ready
Kindergarten	110
First Grade	200
Second Grade	300
Third Grade	419

**Orange County Public Schools 2018-2019
 Identification/Intervention Decision Tree
 DT2 – Middle School (6-8)**

Most Recent Assessment	IF	THEN, based on data, determine appropriate placement
FSA - ELA	Level 1	<p>Intensive Reading (recommended)</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher • Intensive reading, minimum 90 minutes double block, • Rotational model of instruction with teacher led small group daily (4-6 students) • Instruction will include instruction for decoding, fluency, vocabulary and comprehension • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency • Students will be progress monitored through common assessments and iReady diagnostic assessments • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data <p style="text-align: center;">OR</p> <p>Intensive Reading</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher • Intensive reading, minimum 45 minute single period, • Rotational model of instruction with teacher led small group daily (5-7 students) • Instruction will include instruction for decoding, fluency, vocabulary and comprehension • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency • Students will be progress monitored through common assessments and iReady diagnostic assessments • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data

		<p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> • Regular 45 minute ELA class placement • Students will be progress monitored through common assessments and iReady diagnostic assessments • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data
FSA-ELA	Level 2	<p>Intensive Reading</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher • Intensive reading, minimum 45 minute single period, • Rotational model of instruction with teacher led small group daily (5-7 students) • Instruction will include instruction for decoding, fluency, vocabulary and comprehension • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency • Students will be progress monitored through common assessments and iReady diagnostic assessments • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data <p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> • Regular 45 minute ELA class placement • Students will be progress monitored through common assessments and iReady diagnostic assessments • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data
FSA-ELA	Level 3 or higher	<p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> • Advanced 45 minute ELA class placement • Students will be progress monitored through common assessments and iReady diagnostic assessments • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data

**Orange County Public Schools 2018-2019
Identification/Intervention Decision Tree
DT3 – High School (9-12)**

Grade	Most Recent Assessment	IF	THEN , based on data, determine appropriate placement
9-10	FSA - ELA	Level 1	<p>Intensive Reading (recommended)</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher • Intensive reading, minimum 90 minutes double block • Rotational model of instruction with teacher led small group daily (5-7 students) • Instruction will include instruction for decoding, fluency, vocabulary and comprehension • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data <p style="text-align: center;">OR</p> <p>Intensive Reading</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher • Intensive reading, minimum 45 minutes single period • Rotational model of instruction with teacher led small group daily (6-8 students) • Instruction will include instruction for decoding, fluency, vocabulary and comprehension • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data <p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> • Regular 45 minute ELA class placement • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data

9-10	FSA -ELA	Level 2	<p>Intensive Reading</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher • Intensive reading, minimum 45 minutes single period • Rotational model of instruction with teacher led small group daily (6-8 students) • Instruction will include instruction for decoding, fluency, vocabulary and comprehension • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data <p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> • Regular 45 minute ELA class placement • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data
9-10	FSA-ELA	Level 3 or above	<p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> • Honors 45 minute ELA class placement • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data
11-12	FSA -ELA	Level 1 Level 2	<p>Intensive Reading</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher • Intensive reading, minimum 45 minute single period

			<ul style="list-style-type: none"> • Rotational model of instruction with teacher led small group daily (6-8 students) • Instruction will include instruction for decoding, fluency, vocabulary and comprehension • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data <p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> • Regular 45 minute ELA class placement • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data
11-12	FSA-ELA	Level 3 or higher	<p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> • Honors 45 minute ELA class placement or referral to AP coursework • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data

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:** Orange County Public Schools
- 2. Contact name for schools covered on this plan:** Michelle Platzer
- 3. Contact phone number:** 407-317-3200 ext. 2002532
- 4. Contact email:** michelle.platzer@ocps.net
- 5. Schools covered by this plan:** Catalina ES, Eccleston ES, Engelwood ES, Hiawassee ES, Ivey Lane ES, Lake Gem ES, Lake Weston ES, Lockhart ES, Lovell ES, Pine Hills ES, Ridgewood Park ES, Rock Lake ES, Rolling Hills ES, Rosemont ES, Shingle Creek ES, Tangelo Park ES, Washington Shores ES, Wheatley ES

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:** 8:15
- 2. School dismissal time:** 3:30 (2:40 on Wednesdays)
- 3. Total number of instructional minutes per day:** 390 minutes (340 on Wednesdays)
- 4. Minutes per day of reading instruction (must be at least 150):** 180 minutes for grades K-5: Catalina ES, Eccleston ES, Engelwood ES, Hiawassee ES, Ivey Lane ES, Lake Gem ES, Pine Hills ES, Rock Lake ES, Shingle Creek ES, Wheatley ES; 180 minutes for grades K-4 and 150 minutes for grade 5: Lake Weston ES, Ridgewood Park ES, Tangelo Park ES; 180 minutes for grades 3-4 and 150 minutes for grades 4-5: Lockhart ES, Lovell ES, Rolling Hills ES, Rosemont ES, Washington Shores ES

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.**

Parents of students scoring a level 4 or 5 receive a letter and Connect Orange phone call explaining that they may choose to have their child participate in the additional hour of instruction on an optional basis. For those students that participate, teachers meet their needs by providing differentiated small group instruction. Groupings and instruction are purposeful and based on student needs, as determined by assessments.

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- 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.**

Classroom teachers of record, VPK teachers, ELL/ESOL teachers, and self-contained ESE teachers will teach the extra hour of reading. Each of these teachers meet or are working towards the qualifications set by the state.

The Marzano Observation framework is used to identify effective teachers. OCPS has adapted the framework to better capture information specific to literacy, ensuring all elementary teachers are being regularly observed and evaluated on teaching reading as part of the evaluation process.

- 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.**

The extra hour will contain a combination of whole group, guided practice, and differentiated small group instruction. Each school will use assessment data to determine individual student needs and group students accordingly. Schools will select and plan interventions to accelerate students in needed areas, such as phonological awareness, blending/segmenting/manipulating phonemes, phonics, vocabulary, fluency, comprehension, or writing. All interventions will be research-based and proven to be successful at accelerating students. Progress monitoring will occur throughout the year to ensure that the interventions are successful at accelerating students.

Training on MTSS with an emphasis on diagnosing the area of need and aligning the intervention with the root cause has also been provided.

- 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.**

Schools will use a combination of the iReady diagnostic, iReady reports (class profile report, instructional grouping report, and student profile report), running records, and easyCBM to analyze, diagnose student needs, and progress monitor. Groupings will remain fluid. Every 4-5 weeks, schools will make decisions about instruction and matching students to specific interventions. Principals and Learning Community Leadership will monitor.

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- 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.**

Principals received information about specific research based interventions for each area of potential student need (phonological awareness, blending/segmenting/manipulating phonemes, phonics, vocabulary, fluency, comprehension, and writing). Each principal will select interventions for each area of need for their school from the given list. Schools place student in groups and match with appropriate instruction and interventions, based on data. Whole group, guided practice, and differentiated small group instruction occurs daily in the extra hour of instruction. Student groupings are fluid and reevaluated every 4-5 weeks.

- 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.**

Teachers have access to a multitude of text types through both free and district purchased resources. District created Curriculum Resource Materials provide lesson plans and resources for teachers to use directly, or as a model for planning their instruction. OCPS has a close reading and writing to complex text District Professional Learning Community initiative, where all schools and teachers are learning about and incorporating these skills in their classrooms. Much of this occurs through wide reading and the use of content area texts. Principals and Learning communities monitor and support this initiative.