

St. Johns 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: Christine Stephan

Contact Email: Christine.stephan@stjohns.k12.fl.us

Contact Telephone: 904-547-7644

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.**

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Performance Goals							
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	74	75	75	77	74	78	80

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	61	63	63	65	61	67	68

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	30	33	28	35	25	22
White/Hispanic	6	5	6	5	5	4	4
Economically Disadvantaged/Non-Economically Disadvantaged	29	26	29	25	28	22	19
Students with Disabilities/Students without Disabilities	48	43	46	40	45	36	32
English Language Learners/ Non-English Language Learners	33	30	37	31	30	26	22

* 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.

Funds from the Comprehensive Reading Plan allocation (supplemented by local district funds) are used to fund an instructional literacy coach for all schools. The instructional literacy coaches provide instructional support for teachers through Professional Learning Communities (PLC), coaching, data analysis, response to intervention, and best practices in literacy instruction.

During the 2017-18 school year, instructional coaches and teachers had extensive training in the i-Ready diagnostic tool and learned how to utilize data to address specific instructional needs for each student. Student profile reports were used to create small groups for differentiated, targeted instruction.

The Summer Reading Program is supported through CRP funds and provides targeted support for struggling readers in grades 1, 2, and 3. Student profile reports from i-Ready are utilized to identify specific areas of need that are addressed throughout the five-week program.

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 Planning, Accountability, and Assessment Department is responsible for district-wide assessments and progress monitoring. The PAA Department also provides a comprehensive data dashboard for every school, which allows data to be closely monitored at the school level. The Curriculum and Instruction Department also reviews student progress monitoring data for each school.

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.

i-Ready diagnostic data for students in kindergarten through 5th grade will be collected and analyzed at the district level in order to determine progress toward district goals. The bottom quartile of 6th – 8th grade students are assessed using i-Ready as the progress monitoring tool. For grades 6-12, district midterms, final exams, and research-based tools are used to monitor progress toward district goals.

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

All K-5 students and the 6-8 bottom quartile students will be monitored for progress using i-Ready diagnostic data that will be collected and analyzed at the district level three times per year. For grades 6-12, progress is formally checked and reviewed at the district level at mid-year and end of the year.

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

The Directors for Elementary and Secondary Instructional Services conduct fidelity checks, visiting each school and conferring with the school leadership team to determine that appropriate interventions are in place for students who are not progressing toward district goals.

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 Coordinator for Literacy K-12 and the Elementary and Secondary ELA Program Specialists are 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?

Midterm data, i-Ready diagnostic assessment data, and FSA performance data will be collected as evidence that classroom instruction is aligned to grade-level Florida Standards. Teachers are provided detailed curriculum maps and pacing guides which are aligned to the standards.

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

For students in K-5, i-Ready diagnostic assessment data will be collected three times per year. For students in grades 3 – 12, FSA performance is collected and carefully analyzed one time per year. For students in grades 6-12, midterm data and final exam data will each be collected one time per year.

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 District Program Specialists, including ELA, science, social studies, math, and the arts, and the Director for Instructional Resources and Media Services are responsible for ensuring that schools have informational text resources 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 Program Specialists, including ELA, science, social studies, math, and the arts, ensure links to informational text resources are embedded in the curriculum maps. Additionally, adopted resources provide access to informational texts.

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 ESE Director and Directors for Elementary and Secondary Instruction will ensure that all classroom instruction is accessible to the full range of learners using 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)?

The district will collect evidence of UDL principles including agendas from professional development on UDL, fidelity check responses from each school, and classroom visits where UDL principles are evident.

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

Evidence will be collected annually.

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 Director for Elementary Instructional Services, Christine Stephan

- 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 Associate Superintendent for Human Resources, Catherine Hutchins

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 SJCS D Curriculum and Instruction Department budget will pay for four team members to attend the FDOE 2018 Summer Literacy Institute in July. Additionally, the SJCS D ESE Department will cover the cost of two team members to attend. The information gained from this summer institute will be used to develop further options of professional development for SJCS D teachers, literacy coaches, and school administrators.

Teachers, literacy coaches, and school administrators will be encouraged to participate in the 15-hour course developed by Personnel Development Support Project at the Florida Center for Interactive Media at FSU, funded by FDOE.

We will also offer various opportunities for reading training within our district as an option for teachers, literacy coaches, and school administrators. Examples include, monthly professional development for ILCs, Center for the Collaborative Classroom best reading practices, and multisensory intervention strategies.

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.

SCHOOL DISTRICT OF ST. JOHNS COUNTY

INSTRUCTIONAL - LITERACY COACH

JOB DESCRIPTION

QUALIFICATIONS:

- (1) Master's degree from an accredited educational institution preferred.
- (2) Valid Florida teacher certification in appropriate area.
- (3) Reading certification or endorsement required – out-of field temporary certification is possible. Two competencies must be completed each year as a condition for reappointment.

- (4) Evidence of leadership in staff development.
- (5) Demonstrated success working with and through people establishing goals, objectives and action plans to produce expected ends/results.
- (6) Must meet the Every Student Succeeds Act regulations and requirements.
- (7) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of instructional programs and adult learning processes. Ability to work and communicate effectively with people to focus resources (both human and financial) toward the achievement of the school’s expected resolutions. Candidate understands that quality teaching and learning are the essential processes and product of public schools and has the ability to utilize human and financial resources toward this end. Knowledge of prescribed curriculum. Basic understanding and knowledge of current technology. Knowledge of learning styles and skill in using varied teaching methods. Knowledge of current trends, research and best practices related to education. Knowledge of School Board policies and practices as they relate to teaching. Ability to communicate orally and in writing with students, parents, and others. Ability to plan, establish priorities and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results, and prescribe actions for improvement. Ability to work effectively with peers, administrators and others. Knowledge of Florida Educator Accomplished Practices and Teacher Competencies.

REPORTS TO:

Principal or designee

JOB GOAL

The Literacy coach will serve in an instructional resource and support role to the students and staff in order to facilitate the implementation and achievement of the school’s instructional goals. Each employee of the St. Johns County School Board will model the six pillars (as defined by Character Counts!) of the character education program.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

Planning/Preparation/Service Delivery

- * (1) Train and coach teachers to implement the Florida Standards for English Language Arts.

- * (2) Train and coach teachers to correlate the Florida Standards for English Language Arts with their instructional planning and use of instructional materials.
- * (3) Train and coach teachers to develop an understanding of instructional expectations based on appropriate data gathered throughout the assessment cycle of screening, diagnosing, progress-monitoring, and reviewing outcome data.
- * (4) Model and coach teachers to use high yield instructional strategies while implementing the Florida Standards to meet the needs of all students.
- * (5) Train and coach teachers to implement differentiated instruction methods within both the content area and reading classrooms.
- * (6) Conference with teachers to interpret formal and informal assessment data and plan instruction.
- * (7) Conference with teachers using data to effectively inform instruction in Professional Learning Community meetings.
- * (8) Provide demonstration classroom opportunities for reading and content teachers followed by coaching and conferencing opportunities with individual teachers.
- * (9) Support administration in the appropriate placement of secondary students in reading classes to meet legislative mandates.
- * (10) Support school-wide reading incentive programs.
- * (11) Inform and assist teachers to implement and monitor the K-12 Comprehensive Reading Plan strategies along with other site-based literacy goals that are grounded in student data.
- * (12) Serve as active participant on MTSS/PBS Core Team.
- * (13) Assist with ESE programs.
- * (14) Promote in all District and feeder pattern instructional initiatives.
- * (15) Serve as an Instructional Coach and mentor to individual teachers.
- * (16) Serve as an active member of the school's instructional committee or leadership team.
- * (17) Work collaboratively with Academic Services Department.
- * (18) Assist the principal and teachers with the school's instructional assessment program through test preparation, analysis of data and alignment of data with curriculum to improve instruction.
- * (19) Assist with the responsibility and support for planning, developing and implementing programs, activities, interventions/enrichment and functions designed to achieve school and District instructional goals.
- * (20) Work with teachers and staff to identify instructional issues for which they may need expertise and support services.
- * (21) Coach teachers on how to implement student interventions.
- * (22) Assist teachers in implementing student intervention plans.
- * (23) Assist teachers in working with parents of low achieving students.
- * (24) Assist teachers in working with low achieving students.
- * (25) Provide staff development opportunities on a continuous basis to encourage ongoing professional growth through activities such as the following: study groups, coaching/mentoring, facilitation of information/resources, demonstration teaching, presentations and classroom action research.

Expectations of All Employees

- *(26) Meet and deal effectively with the general public, staff members, parents, administrators and other contact persons using tact and good judgment.
- *(27) Follow attendance, punctuality, proper dress code and other qualities of an appropriate work ethic.
- *(28) Ensure adherence to good safety standards.
- *(29) Maintain confidentiality regarding school/workplace matters.
- *(30) Model and maintain high ethical standards.
- *(31) Maintain expertise in assigned area to fulfill position goals and objectives.
- *(32) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
- *(33) Demonstrate initiative in the performance of assigned responsibilities.
- *(34) Each employee of the St. Johns County School Board is charged with the responsibility of being familiar with the Character Counts program and with modeling the characteristics of citizenship, character education and literacy.

Inter/Intra-Agency Communication and Delivery

- *(35) Use technology resources effectively.
- *(36) Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.
- *(37) Communicate effectively, both orally and in writing, with other professionals, students, parents and community.
- *(38) Provide accurate and timely information to parents and students about academic and behavioral performance of students.
- *(39) Collaborate with other professionals and parents after recognizing student distress or abuse.
- *(40) Collaborate with peers and other professionals to enhance student learning.
- *(41) Promote and publicize the school instructional initiatives to the public, both internal and external.
- *(42) Respond to concerns, communication attempts, and inquiries in a timely manner.

Professional Growth and Improvement

- *(43) Engage in a continuing improvement of professional skills and knowledge.
- *(44) Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.
- *(45) Attend and participate successfully in monthly ILC meetings, pre-service and training programs offered to increase skills, proficiency and character education related to assignment.

- *(46) Participate successfully in training programs, conferences, and workshops as assigned or appropriate to keep abreast of current practices, programs, legal issues, and character education.

Systemic Functions

- *(47) Assist in assessing changing curricular needs and plans for improvement.
- *(48) Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.
- *(49) Evaluate the effectiveness of instructional units and teaching strategies.
- *(50) Keep supervisor informed of potential problems or unusual events.
- *(51) Follow federal and state laws as well as School Board policies, rules, and regulations.
- *(52) Prepare all required reports and maintain all appropriate records.

Leadership and Strategic Orientation

- *(53) Model characteristics of citizenship, character education, and literacy.
- *(54) Set high standards and expectations as they relate to the district's character program.
- *(55) Exhibit interpersonal skills to work as an effective team member.
- *(56) Demonstrate initiative in identifying potential problems or opportunities for improvement.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

Job Description Supplement

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the district.

EVALUATION:

Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of personnel.

POSITION CODE:

64012

FLSA STATUS:

BOARD APPROVED: May 2009, December 2010, September 2013

REVISED: January 2018

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

The following schools have literacy coaches fully funded through the RBRIA: Crookshank Elementary, WD Hartley Elementary, Ketterlinus Elementary, Mill Creek Academy, Picolata Crossing, Osceola Elementary, Otis Mason Elementary, South Woods Elementary, The Webster School, Gamble Rogers Middle School, Murray Middle School, Nease High School, Pacetti Bay Middle School, Sebastian Middle School, Pedro Menendez High School, St. Augustine High School, St. Johns Technical High School, Wards Creek Elementary School.

The remaining schools have literacy coaches funded through a combination of the RBRIA and district funds.

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.

The schools with literacy coaches fully funded through the RBRIA have been identified as having the greatest need based upon student data. The remaining schools that have literacy coaches partially funded through the RBRIA have fewer students with high needs based upon student achievement data.

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

- a. Elementary:24
- b. Middle:7
- c. High:7

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

In addition to the Marzano evaluation system, the effectiveness of literacy coaches is measured through review of student data including i-Ready, FSA, and district mid-terms.

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

\$1,513,584

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?**

n/a

- 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.**

n/a

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

- Elementary:0
- Middle:0
- High:0

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

\$0

- 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.:**

n/a

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

\$0

- 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.**

Schools purchase interventions using funding sources such as SAI.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Christine Stephan
2. **Email Address:**Christine.stephan@stjohns.k12.fl.us
3. **Phone Number:**904-547-7644

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

Crookshank Elementary, WD Hartley Elementary, Hickory Creek Elementary, Liberty Pines Academy, Picolata Crossing Elementary, South Woods Elementary, The Webster School

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

- a. Start Date:June 11
- b. Which days of the week is SRC offered:M, T, W, Th, F
- c. Number of instructional hours per day in reading:4
- d. End Date:July 13
- 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.?**

Yes

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

12:1

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

Yes, grades 1 and 2

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

i-Ready diagnostic data from the spring 2018 test will be compared to August/September 2018 i-Ready diagnostic data

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	14,799
District expenditures on reading coaches	1,513,584
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	0
District expenditures on professional development	0
District expenditures on summer reading camps	332,410
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	1,860,793
Amount of district research-based reading instruction allocation for 2018-2019	1,860,793

APPENDIX A

Comprehensive Reading Plan Meeting
ESE and ELL Collaboration
April 10, 2018
10:30 a.m.

Attendees: Christine Stephan, Director for Elementary Instructional Services; Lorna Kirkham, Director for Federal Programs; Lisa Bell, Director for ESE; Lourdes Khosrozadeh, Program Specialist Federal Programs

Information discussed last year:

Discussion: Question 7 UDL

- A. *Who at the district level will ensure... ESE Director, Lisa Bell*
- B. *What evidence... PD agendas*
- C. *How often... annually*

Discussion: Question 8

Alignment with ESE SP&P and the Comprehensive Reading Plan

- *ILCs are monitoring progress for all students including students with disabilities and English language learners.*
- *Students with disabilities and English language learners are included in the summer reading program based upon criteria.*
- *Reviewed data and discussed closing learning gaps within subgroups.*

Lisa Bell will share the SP&P language.

Lorna Kirkham will share the ELL plan.

The information from the above plans will be integrated into the CRP.

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;

SJCS D Decision Tree – Elementary (K-5)

Identification of Students with Reading Deficiencies and Intervention Supports

Grade Level	K-2	3-5
Performance Benchmarks	<p style="text-align: center;">The following tools are used to <u>identify students with substantial deficiencies in reading.</u></p> <p>Overall Reading: Administer iReady Diagnostic Assessment three times each year (fall, winter, spring)</p> <p>Fluency & Comprehension: Administer one of the following three times each year (fall, winter, spring): Developmental Reading Assessment (DRA) OR Benchmark Assessment System (BAS)</p>	
	<p>Foundational Skills: Being a Reader Benchmark Assessment Kindergarten Only: Florida Kindergarten Readiness Screener (FLKRS)</p>	<p>Overall Reading: Florida Standards Assessment (FSA)</p>
Conditions	<p style="text-align: center;">The following conditions are used to determine <u>whether a student has a substantial reading deficiency.</u></p> <p style="text-align: center;"><u>Parents of these students will be notified</u> of the deficiency.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <ul style="list-style-type: none"> • Kindergarten – FLKRS: scaled score of 437 and below • I-Ready: students whose scores fall below the following (the equivalent of one grade level behind) <ul style="list-style-type: none"> ○ FALL – K (NA), 1st (347), 2nd (419) ○ WINTER – K (NA), 1st (390), 2nd (450) ○ SPRING - K (361), 1st (433), 2nd (488) • DRA, BAS <ul style="list-style-type: none"> ○ KINDERGARTEN – Qtr. 1 (DRA – A/1; BAS – A); Qtr. 2 (DRA – 2; BAS – B); Qtr. 3 (DRA – 3/4; BAS – C); Qtr. 4 (DRA – 6; BAS – D) ○ FIRST GRADE – Qtr. 1 (DRA – 8; BAS – E); Qtr. 2 (DRA – 12; BAS – G); Qtr. 3 (DRA – 14; BAS – H); Qtr. 4 (DRA – 16; BAS – I) ○ SECOND GRADE – Qtr. 1 (DRA – 18; BAS – J); Qtr. 2 (DRA – 20; BAS – K); Qtr. 3 (DRA – 24; BAS – L); Qtr. 4 (DRA – 28; BAS – M) • BAR Benchmark Assessment (<i>instructional sets 1 – 12</i>) <ul style="list-style-type: none"> ○ KINDERGARTEN - NA ○ FIRST GRADE – below set 2 ○ SECOND GRADE – below set 4 </div> <div style="width: 35%;"> <ul style="list-style-type: none"> • FSA <ul style="list-style-type: none"> ○ Level 1 or 2 • I-Ready: students whose scores fall below the following (the equivalent of one grade level behind) <ul style="list-style-type: none"> ○ FALL – 3rd (474), 4th (496), 5th (542) ○ WINTER – 3rd (490), 4th (526), 5th (560) ○ SPRING - 3rd (510), 4th (556), 5th (580) • DRA, BAS <ul style="list-style-type: none"> ○ THIRD GRADE – Qtr. 1 (DRA – 30; BAS – N); Qtr. 2 (DRA – 30; BAS – N); Qtr. 3 (DRA – 34; BAS – O); Qtr. 4 (DRA – 38; BAS – P) ○ FOURTH GRADE – Qtr. 1 (DRA – 40; BAS – Q); Qtr. 2 (DRA – 40; BAS – Q); Qtr. 3 (DRA – 40; BAS – R); Qtr. 4 (DRA – 40; BAS – S) ○ FIFTH GRADE – Qtr. 1 (DRA – 50; BAS – T); Qtr. 2 (DRA – 50; BAS – U); Qtr. 3 (DRA – 50; BAS – V); Qtr. 4 (DRA – 50; BAS – W) </div> </div>	

SJCSD Decision Tree – Elementary (K-5)

Identification of Students with Reading Deficiencies and Intervention Supports

Grade Level	K-3	4-5
Interventions	<p>The following are intensive, explicit, systematic, or multisensory <u>reading interventions</u> provided to <u>K-3 students</u>.</p> <p>The interventions below are conducted in small group settings (4-6 students) within the <u>K-3 classroom</u> at least 3 times weekly.</p> <ul style="list-style-type: none"> • Being a Reader (small group instruction) • SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words) • Wilson (small group phonics intervention) • iReady Tools for Instruction (differentiated lessons) • LLI (Leveled Literacy Intervention) 	
Modified Instruction	<p>Below is an explanation of how <u>instruction will be modified</u> for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided.</p> <ul style="list-style-type: none"> • The above resources may continue being used with modifications to the learning environment <ul style="list-style-type: none"> ○ Smaller group size (3 or fewer students in the group) ○ Increased frequency of intervention (at least 4 times weekly) • Additionally, the MTSS team will analyze data to create a more streamlined instructional plan 	

SJCSD Middle School 2018-19 Reading Support Plan

Reading support should be continued until a student’s reading deficiency is remediated and should include the following components:

- prescriptive and targeted instruction for specific skill development,
- variety of opportunities for repetitions (repeated exposures),
- smaller chunks of text or content,
- guided and independent reading practice,
- skill development and practice integrated into all activities,
- frequent monitoring, and
- criterion-based evaluation of success.

Reading Support

Students scoring Level 2 on the FSA and/or students determined to be reading below grade level as evidenced by the identified range of data sources* may be served by the resources/strategies below.

Intensive Reading Support

Students scoring Level 1 on FSA and/or determined to require additional support as evidenced by the identified range of data sources* may be served by the resources/strategies below. **If the strategies below do not result in improvement, students will receive targeted instruction based on individual i-Ready category results (e.g. phonological awareness, phonics, and high-frequency words).**

Content Area Reading Approach:

- Reading certified teacher
- NG-CARPD
- Co-teach model
- Making Meaning

- Co-teach model
- Making Meaning
- Intensive Reading
- Elective identified to address the skills and/or attitudes of struggling readers
- Phonics for Reading
- SIPPS

*Data sources to be used collectively for determining level of reading support services:

- District midterms, class grades, formative and summative assessments
- Teacher recommendation or anecdotal evidence
- i-Ready
 - Grade 6 spring scale score 541-578
 - Grade 7 spring scale score 557-590
 - Grade 8 spring scale score 567-598

*Data sources to be used collectively for determining level of reading support services:

- District midterms
- Class grades, formative and summative assessments
- Teacher recommendation or anecdotal evidence
- i-Ready
 - Grade 6 spring scale score 100-540
 - Grade 7 spring scale score 100-556
 - Grade 8 spring scale score 100-566

SJCSD High School 2018-19 Reading Support Plan

Reading support should be continued until a student’s reading deficiency is remediated and should include the following components:

- prescriptive and targeted instruction for specific skill development,
- variety of opportunities for repetitions (repeated exposures),
- smaller chunks of text or content,
- guided and independent reading practice,
- skill development and practice integrated into all activities,
- frequent monitoring, and
- criterion-based evaluation of success.

Reading Support

Students scoring Level 2 on the FSA and/or students determined to be reading below grade level as evidenced by the identified range of data sources* may be served by the resources/strategies below.

Intensive Reading Support

Students scoring Level 1 on FSA and deemed to require intensive support as evidenced by the identified range of data sources* may be served by the resources/strategies below. **If the strategies below do not result in improvement, students will receive targeted instruction in areas such as phonological awareness, phonics, and high-frequency words.**

Content Area Reading Approach:

- Reading certified content teacher
- Reading endorsed content teacher
- NG-CARPD
- Co-teach Model
- Achieve 3000

Elective Approach

- Intensive Reading
- Elective identified to address the skills and/or learning behaviors of struggling readers
- Achieve 3000

- Co-teach model
- Intensive Reading
- Elective identified to address the skills and/or learning attitudes of struggling readers
- Achieve 3000
- Phonics for Reading
- SIPPS

*Data sources to be used collectively with FSA for determining level of reading support services:

- District midterms
- Class grades, formative and summative assessments
- Teacher recommendation or anecdotal evidence
- Achieve 3000

*Data sources to be used collectively with FSA for determining level of reading support services:

- District midterms
- Class grades, formative and summative assessments
- Teacher recommendation or anecdotal evidence
- Achieve 3000