

# 2017-18 K-12 Comprehensive Research-Based Reading Plan Guidance

## Introduction

The purpose of this guidance document is to help each district create a K-12 Comprehensive Research-Based Reading Plan pursuant to Section 1011.62, Florida Statutes (F.S.), and [Rule 6A-6.053](#), Florida Administrative Code (F.A.C.).

For the 2017-2018 school year, each district will submit a comprehensive reading plan with goals aligned to the [State Board of Education's Strategic Plan](#) through the year 2020.

The goals include achieving the following by 2020:

- Improving overall student achievement on the Florida Standards Assessment - English Language Arts (FSA-ELA) by six percentile points
- Improving overall student learning gains in ELA by seven percentile points
- Closing the achievement gap in ELA between the following subgroups by one-third
  - White/African American
  - White/Hispanic
  - Economically Disadvantaged/Non-Economically Disadvantaged
  - Students with Disabilities (SWD)/Students without Disabilities
  - English Language Learners(ELL)/ Non-English Language Learners

In the plan, districts will set goals for improvement by 2020 which are equal to, or greater than, the State Board goals. Each district will also identify interim goals which ensure adequate progress toward their individual 2020 goals. Districts will ensure that each school in the district is making adequate progress to support the overall district goals for 2020. In the event a district is not meeting its interim goals, *Just Read, Florida! (JRF!)* will contact the district to begin a tiered support process which includes both remote and on-site monitoring. The first step in this process will be for the notified district to identify which schools in the district are not making progress toward the district goal. *JRF!* will review the School Improvement Plan (SIP) for the identified schools in the areas of reading instruction and address potential areas of concern. For districts with large percentages of schools not meeting the goals, site visits will be conducted to review the district responsibilities and implementation of the plan. Additional questions will be asked to determine the effectiveness of the district choices in allocation expenditures as they relate to the district's support of each school's ability to reach the specified goals.

Additionally, districts will be monitored on their ability to make progress toward meeting these goals on the grade 3 FSA-ELA. Districts with a disproportionate number of students scoring at achievement level 1 will be monitored during summer reading camp. These districts will be asked to respond in more depth as to the effectiveness of their approved plan's ability to reduce the number of students scoring at achievement level 1 on the grade

3 FSA-ELA. Site visits may be conducted to observe the implementation of summer reading camp and to verify that all students have been properly invited to summer reading camp. During this process, the district will provide evidence that all students were accurately identified and provided interventions at the earliest possible opportunity as specified in their plan.

### **Charter Schools**

Charter schools will each receive a proportional share of the reading allocation based on student enrollment. Charter schools should follow and implement their reading plan approved by the district and submitted in their charter agreement. Their expenditures from the allocation must follow requirements in section 1011.62(9), F.S.

### **Plan Submission**

The district-level leadership, budget, professional development (chart PD), reading/literacy coach (chart RLC), 300 lowest-performing elementary schools (chart 300L), and summer reading camp (chart SRC) sections will be completed through a web-based text entry system using the current district log-in system at:

[https://app1.fldoe.org/Reading\\_Plans/district\\_login.aspx](https://app1.fldoe.org/Reading_Plans/district_login.aspx).

The Identification/Intervention Decision Trees (DT1, DT2 and DT3) charts and summer reading camp schedule must be saved locally and uploaded.

All sections, with the exception of the budget section, are due in draft form by **April 14, 2017**, for a preliminary review. All plans will be reviewed online by Just Read, Florida! staff, and districts will receive feedback on their plans through an online comment process, as well as an “approved” or “revise” status by **April 28, 2017**.

Both the budget and those sections requiring revisions must be received by **May 19, 2017**, in order for the Florida Department of Education (FDOE) to release funds by **July 1, 2017**. Funds will not be released until the plan is fully approved.

Due Date	Product	Feedback to district by	Next Action
April 14, 2017	Preliminary draft	April 28, 2017	Approved: No further action Not approved: Revisions necessary
May 19, 2017	Resubmit plan	n/a	Approved: Funding released July 1 Not approved: Additional revisions required
May 19, 2017	Budget	May 26, 2017	Approved: Funding released July 1 Not approved: Additional revisions required

January 5, 2018	Mid-year Financial Report and Improvements in Reading Results	n/a	Legislative requirement: The FDOE shall monitor and track implementation of each district plan, including conducting site visits and collecting specific data on expenditures and reading improvement results. By February 1 of each year, the FDOE shall report its findings to the Legislature.
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### **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 Name:

District Contact:

Contact Address:

Contact Email:

Contact Telephone:

Contact Fax:

### **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 FSA-ELA and state the district goals for 2020. Interim goals should be appropriate to meet the requirements of the 2020 goal.

Performance Goals	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
State Overall FSA-ELA	52	*	*	*	58
District Overall FSA-ELA					

Growth (Learning Gains) Goals	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
State Gains FSA-ELA	52	*	*	*	59
District Gains FSA-ELA					

State Achievement Gaps on FSA-ELA	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
White/African American	29	*	*	*	20
White/Hispanic	15	*	*	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	*	*	18
Students with Disabilities/Students without Disabilities	37	*	*	*	24
English Language Learners/ Non-English Language Learners	30	*	*	*	20

District Achievement Gaps on FSA-ELA	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
White/African American					
White/Hispanic					
Economically Disadvantaged/Non-Economically Disadvantaged					
Students with Disabilities/Students without Disabilities					
English Language Learners/ Non-English Language Learners					

\* 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.
3. In regards 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?
  - 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.
  - C. How often will student progress monitoring data be collected and reviewed by the district?
4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

5. In regards 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?
  - B. What evidence 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?
6. In regards 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?
  - 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?
7. In regards 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?
  - 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)?
  - C. How often will this evidence be collected at the district level?
8. Provide documentation that 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 2017-2018 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 as well.

### **Budget**

The budget section of the K-12 Comprehensive Research-Based Reading Plan requires districts to enter information regarding how the reading allocation will be spent. The budget will open once the governor has signed the state budget which finalizes reading allocation amounts and after the amounts have been loaded into the section.

Funds from the allocation may be expended on the following:

- The provision of 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;
- The provision of 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;
- The provision of summer reading camps for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by state assessments and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- The provision of supplemental instructional materials that are grounded in evidence-based reading research; and
- The provision of 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 reading assessment.

### **School-Level Implementation of Assessment, Standards and Instruction**

State Board Rule 6A-6.053 requires that students be taught utilizing an evidence-based sequence of reading instruction and for districts to describe the process used by principals to ensure that all instruction is systematic, explicit and based on data. Annually, schools must submit a SIP which includes procedures to ensure this is accomplished. Each district will ensure that the school site responsibilities listed in State Board Rule 6A-6.053 are accurately covered in the each SIP.

### **Professional Development**

Professional development for all teachers, coaches and administrators must be provided to ensure that all district educators are grounded in the essential components of reading instruction. Providers of professional development (internal and external) must base training in reading instruction on evidence-based reading research. Professional development options must be provided to address the following.

- Implementation of all instructional materials, all reading programs and strategies based on evidence-based reading research, including early intervention, classroom reading materials and accelerated programs. Immediate intensive intervention (iii), UDL and multi-sensory instructional strategies should also be addressed.

- Instruction in the use of screening, diagnostic and classroom-based progress monitoring assessments, as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties.
- Professional development should include job-embedded opportunities, such as modeling in classrooms, books studies, data analysis, small group professional development, etc., provided by a reading/literacy coach.

Further, for professional development to be considered comprehensive, it must address the body of knowledge grounded in evidenced-based reading research and must be in alignment with the National Staff Development Council Standards (NSDCS) and Florida's Professional Development System Evaluation Protocol.

In order to assure that each individual teacher has the level of intensity needed for professional growth based on student achievement data, professional development must be individualized. All teachers, paraprofessionals, substitutes and even mentors can benefit from differentiated professional development – providing more information for less experienced teachers and advanced activities for those who are at a mentor level. Ensure that all teacher populations are included in the professional development schedule, including those who serve SWD and ELL.

- Provide the district professional development schedule for ALL reading professional development, including those funded through the FEFP and non-FEFP reading allocation, for the 2017-2018 school year through Chart PD. This chart will be completed through the web-based system. Repeat this process within the application as many times as necessary for each professional development offering in reading offered by your district. ALL reading endorsement professional development offerings should be described in Chart PD and should reflect courses that are aligned with the 2011 Reading Endorsement. Please be sure to include job-embedded professional development provided by reading coaches. Address the reading endorsement professional development first in your charts. **To create and edit all professional development charts for Chart PD, use the link provided within this section online.**

### **Reading/Literacy Coaches**

While it is not required that every school be provided a reading/literacy coach, district leadership should allocate resources to hire reading/literacy coaches for the schools determined to have the greatest need based on:

- student performance data; and,
- experience and expertise of the administration and faculty in reading assessment, instruction and intervention.

While it is recommended that reading coaches not be assigned a regular classroom teaching assignment, they are expected to work frequently with students in whole and small group

instruction in the context of modeling and coaching in other teachers' classrooms. This includes classrooms that serve SWD and ELL.

Please complete Chart RLC regarding reading/literacy coaches.

### **Identification/Intervention Decision Trees**

Districts will create three Identification/Intervention Decision Tree charts to demonstrate how assessment data from progress monitoring and other forms of identification will be used to determine specific reading instructional needs and interventions for students.

- 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 of assessment(s) or course(s);
- Performance benchmark(s) on the assessment(s), or course(s), used to identify the need for intervention. One benchmark must clearly state the conditions for which the district uses to determine whether a student has a reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. FSA-ELA scores must be used for appropriate grade levels;
- 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; and
- 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

\* District contacts will create and upload these charts using the link provided within this section online. Although somewhat different, last year's charts are available at your district's [public view page](#). If your district wishes to use these charts, they must be updated to reflect the new requirements.

### **Third-Grade Summer Reading Camp**

Please complete Chart SRC regarding Summer Reading Camp and upload along with your daily schedule for Summer Reading Camp.

Additional data will be requested following the completion of Summer Reading Camp.

### **300 Lowest-Performing Elementary Schools**



Section 1011.62(9)(a), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, based on the state reading assessment, to give priority in funding to provide an additional hour per day of intensive reading instruction beyond the normal school day for each day of the entire school year for the students in each of these schools. Students enrolled in these schools who have Level 5 assessment scores may participate in the additional hour of instruction on an optional basis. Exceptional student education centers shall not be included in the 300 schools.

This additional hour of instruction must be provided by teachers or reading specialists who are effective in teaching reading or by a K-5 mentoring reading program that is supervised by a teacher who is effective at teaching reading.

Please complete Chart 300L if your district has a school(s) on the list of 300 lowest-performing elementary schools.

### **Appendix**

The following pages reflect the required charts (Chart PD, Chart RLC, Chart SRC and Chart 300L) each district will complete in the web-based system.

**Chart PD: Please indicate if this professional development applies to the Reading Endorsement**

Applies to Reading Endorsement

**Indicate Grade Level. Check as many as applicable:**

Elementary School

Middle School

High School

**Name of professional development:**

**Funding source for this professional development:**

**What data was analyzed to determine the need for this professional development?**

**Information about the delivery model:**

**Who will provide the professional development?**

**Who is the targeted audience for the professional development?**

**How will the professional development be delivered?**

**What is the length of the professional development?**

**What is the timeframe for implementation?**

**Professional development in the six components of reading, assessment and instructional practices. Check as many as applicable:**

- Oral Language
- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

For Instructional Practices, please describe:

**Who is responsible for follow-up? Check as many as applicable:**

- Reading Coach (Explain below)

- Teacher Leader(Explain below)

- Principal (Explain below)

- Assistant Principal (Explain below)

- District Staff (Explain below)



For Other, Please describe in detail below

**What evidence will the district collect that demonstrates the professional development has impacted student achievement?**

**CHART RLC – READING/LITERACY COACH CHART**

Qualifications for Coaches	
Recruitment/Hiring Procedure for Coaches	
Training Provided for Coaches	
Criteria for Coach Placement	
Professional Development Provided by Coaches (embedded, classroom modeling, book studies, small group, etc.)	
Tool(s) for Collecting Evidence of Implementation of Coach-Provided Professional Development	
Tool for Determining Effectiveness of Coach-Provided Professional Development	

## Chart SRC

### Summer Reading Camp Contact Information

1. Name
2. Email Address
3. Phone Number
4. Provide the number of school sites and the name of each school hosting a SRC.
5. Provide the dates the SRC will be provided to students in your district, including the start and end dates, days of the week camp will be held and hours of reading instruction per day.
  - a. Total number of instructional days
  - b. (Days of the Week- check boxes)
  - c. Number of instructional hours per day
  - d. Start Date
  - e. End Date
6. What evidence will be collected to ensure teachers selected to deliver SRC instruction are highly effective or reading endorsed?
7. What is the anticipated teacher/student ratio?
8. It is understood that grade 3 students who did not score a 2 or higher on the grade 3 FSA-ELA will be served in Summer Reading Camp. What other grades will be served?
9. What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?
10. What evidence will be collected to ensure that technology, instructional materials and text utilized by students during SRC are beneficial?
11. What evidence will be collected to ensure that screening, progress monitoring and other assessment tools utilized during SRC are appropriate and effective?
12. **Please provide the following data pertaining to students identified for retention for the 2017-18 school year.**
  - a. The total number of third-grade students identified for retention, who did not meet a good cause exemption at the end of the 2016-17 school year.
  - b. The total number of third-grade **ELL** identified for retention, who did not meet a good cause exemption at the end of the 2016-17 school year.
  - c. The total number of third-grade **SWD** identified for retention, who did not meet a good cause exemption at the end of the 2016-17 school year.
  - d. The total number of students invited to attend the 2017 SRC.
  - e. The total number of ELL students invited to attend the 2017 SRC.
  - f. The total number of SWD students invited to attend the 2017 SRC.

**Chart 300L - 300 Lowest-Performing Elementary Schools Chart**

Name of School	School Hours	Instructional Materials Used During the Additional Hour	Type of Instruction Delivered During Additional Hour (whole-group; small group)	Instructor During Additional Hour (classroom teacher; interventionists; paraprofessionals)	Teacher Qualifications	Assessments Used to Monitor Effectiveness of Instruction	Plan to Increase Intensity of Intervention if Needed