

DeSoto 2019-20 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: Carrie Fuller and Kristie Joens

Contact Email: carrie.fuller@desotoschools.com & Kristie.joens@desotoschools.com

Contact Telephone: 863-494-4222x 1310 or 863-494-4222 x 1306

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, 2016-2017 and 2017-2018 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	32	32	30	33	34	35	38

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	39	40	41	41	48	44	50

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
						14	13
White/African American	18	17	14	16	16		
White/Hispanic	8	7	8	7	10	6	6
Economically Disadvantaged/Non-Economically Disadvantaged	16	15	14	14	18	11	11
Students with Disabilities/Students without Disabilities	23	22	22	20	23	18	18
English Language Learners/ Non-English Language Learners	22	21	19	19	22	17	16

* 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.

The reading allocation pays for various initiative in our district. In the 2019-2020 school year it will impact student achievement by allowing us to have reading coaches, research based supplemental curriculum that is rated highest on What Works Clearing House, and pay for a portion of our diagnostic tool, Renaissance as well as a new formative tool, Common Lit.

Our reading coaches work directly with our students and teachers on a variety of items. They are in the classrooms daily monitoring and modelling if needed. They also are working with teachers during their planning time to develop instruction for whole group, small group, and intervention time. As well as working with the teachers on effective strategies, our coaches will work with teacher on their data. They will utilize data from our diagnostic tool as well as Common Lit to plan instruction that is most effective for our students.

Other pieces that we utilized the reading plan allocation for supplemental resources like classroom libraries, supplemental reading curriculum, and online reading programs. Next year, we will continue to supplement our core reading curriculum with Wit and Wisdom from Great Minds. Last year, we utilized the program, 3-5 and looking to move it to grade 6. For our K-2 students, we implemented EL Education. When looking for a rich supplemental program, we knew that our K-2 students needed a strong foundational skills piece. EL Education offered us that. Our teachers have found that the Foundational Skills piece works well in the extra hour of intervention that our elementary student have. Additionally, online programs, like Reading A-Z, provide a supplement to the core material being used for reading instruction. All of these pieces, among others, provide a well-rounded, effective, collaborative classroom environment.

Finally, another large expense from our reading allocation is our reading diagnostic and formative assessments. Our district is utilizing Renaissance STAR and Early STAR to progress monitor our students. Our students in grades K-10 are monitored 5 times a year. That data is then used to plan further instruction in both core ELA and in intervention time. In addition to our progress monitoring diagnostic, our district has purchased Common Lit formative (interim) assessments. These assessments are developed using the FSA standards and are written in an FSA like format. These assessments are given 4 times a year and have an additional writing portion that provided our teachers with another data point to drive their instruction.

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?

Instructional Services will collect and review all student progress 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.

Elementary (K-5): Renaissance STAR diagnostic assessments, five times during the year (August, October, January, March, May)

Middle (6-8): Renaissance STAR diagnostic assessments, five times during the year (August, October, January, March, May)

High (9-Retake): Renaissance STAR diagnostic assessments, five times during the year (August, October, January, March, May)

Common Lit will be given to the same above groups three times (November, January, March)

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

This data will be collected and reviewed formally four times by Instructional Services. The district will also conduct data chats with each school administration and the superintendent. These meetings will take place after each of the first four progress monitoring windows.

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

The Instructional Services department along with school administration are responsible for ensuring that all students are progressing toward the district goals and 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?

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

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

The district conducts fidelity checks where academic coaches, MTSS coaches, and district leadership will visit most classrooms in the district to monitor classroom instruction and alignment to Florida Standards. These visits take place bi-weekly and are a part of our coaches' assigned duties. District leadership also sets time in their schedule to conduct fidelity checks in classrooms. After these visits, the team will meet with the school and district leadership team and discuss the information gathered during the visit. The team will then use that data to plan upcoming PD for their school in the areas of need as well as hold discussions with teachers during weekly grade level meetings. These walkthroughs are in conjunction with school-level classroom walkthroughs which are done on a monthly basis by school-level administration.

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

These visits take place bi-weekly and are a part of our coaches' assigned duties. District leadership also sets time in their schedule to conduct fidelity checks in classrooms.

6. **As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

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 Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

Instructional Services is responsible for ensuring every professional development activity funded through the Reading Allocation is appropriately entered into the Master Inservice Plan.

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

\$28,000

- 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..**

Please list the course numbers from your district Professional Learning Catalog which cover this training.

1 - 013 - 002	Reading Competency 1: Foundations in Language and Cognition
1 - 013 - 003	Reading Competency 2: Foundations of Research-Based Practices
1 - 013 - 004	Reading Competency 3: Foundations of Assessment
1 - 013 - 005	Reading Competency 4: Foundations of Differentiation
1 - 013 - 006	Reading Competency 5: Application of Differentiated Instruction
2 - 408 - 006	Differentiated Instruction
2 - 411 - 001	Learning Styles, Student Differences
8 - 515 - 003	Dyslexia/ Multisensory Training- Elementary
8 - 515 - 004	Dyslexia/ Multisensory Training- Secondary

Additionally this summer and throughout the 2019-2020 school year. we are training our teachers in Orton Gilligham methodologies. We are sending 5 teachers in both elementary and secondary to be trainers. They will bring back the information and deliver PD to all our elementary and secondary teachers.

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.**

<https://4.files.edl.io/a337/06/30/18/024132-c92cd67b-24dc-4c22-925b-022093b69d2b.pdf>

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

All 5 Schools have coaches that are funded through the reading allocation. Memorial Elementary, West Elementary, Nocatee Elementary, DeSoto Middle School, and DeSoto High School. There will be 4 coaches hired in our district. Two of the coaches will work with the 3 elementary schools and 2 will work with the secondary schools. These coaches will be split funded with other grants funds, in addition to Reading Allocation dollars.

Coach 1-High- 20% out of Reading Allocation- \$26,000

Coach 2- Middle- 20% out of Reading Allocation- \$26,000

Coach 3- Elementary- 40% out of Reading Allocation- \$30,000

Coach 4- Elementary- 70% out of Reading Allocation- \$43,000

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

Yes, they are all identified of having the greatest need based on a review of student achievement data. Reading coaches time at each location is built to address schools in need.

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

a. Elementary:2

b. Middle:1

c. High:1

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

Observations are done by the district level administration throughout the year. Administration will observe meetings, PD opportunities and mentor/ coaching sessions. District administration will also meet with school based administration periodically for feedback of the reading coach at their school. All will be evaluated using the district

evaluation tool (Marzano). Teachers also provide feedback throughout the year about PD opportunities and grade level data chats lead by reading coaches. Student data, both formative and summative, will also be used to determine effectiveness of the reading coach.

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

\$125,000

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?

None at this time

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:

- 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?

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.:

Reading A-Z- supplemental material
Read Works- supplemental material
Sunday Reading Intervention program

Fast Forward
News ELA- supplemental material
Wit & Wisdom- supplemental material
EL Education- supplementary material
Renaissance/ STAR- reading diagnostic
Renaissance My On and MyOn News
Common Lit- formative assessment
IXL- supplemental material
APEX- supplemental material
Multisensory interventions might include:

- Barton Reading and Spelling System
- Orton Gillingham

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

\$90,000

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.

Reading Allocation and Title I are collectively responsible for funding supplemental and intervention materials.

Summer Reading Camps

Please complete the following questions regarding SRC:

- 1. SRC Supervisor Name:**Carrie Fuller
- 2. Email Address:**carrie.fuller@desotoschools.com
- 3. Phone Number:**863-494-4222 x1310
- 4. Please list the schools which will host a SRC:**

Memorial Elementary

- 5. Provide the following information regarding the length of your district SRC:**
 - a. Start Date:**June 4, 2019
 - b. Which days of the week is SRC offered:**Monday- Friday
 - c. Number of instructional hours per day in reading:**5
 - d. End Date:**June 28, 2019
 - e. Total number of instructional hours of reading:**95

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.?

Evaluations and certification are priority in hiring policies and practice. Each teacher selected needs to have a high effective rating or a highly effective rating, for a consecutive 3 years. Priority for teacher selection is to have their reading and ESOL endorsement. In the 2020 Summer Reading Camp, all teachers will be required to have their reading and ESOL endorsement.

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)?

Our district will offer a summer fun camp at another school location. Grades 3-8 will be served at that location. Secondary schools will also have a credit retrieval opportunity at our high school. This will be for grades 6-12. Grades 1-2 targeted migrant and ESOL students will be instructed daily in reading intervention.

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

The students will work in Renaissance FLOW, Common Lit, Barton Phonics, and other classroom activities throughout summer school. Teachers will plan together and submit lesson plans daily. All instruction is linked to FSA standards. At the end of the camp, third grade students will take the Renaissance STAR test, to ensure achievement in the necessary third grade standards. The district will use the scale score determined by Just Read FL to determine proficiency.

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.

Budget Review

Estimated proportional share distributed to district charter schools	\$0.00
District expenditures on reading coaches	\$125,000
District expenditures on intervention teachers	\$0.00
District expenditures on supplemental materials or interventions	\$90,000
District expenditures on professional development	\$28,000
District expenditures on summer reading camps	\$38,000
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	\$28,661
Flexible Categorical Spending	\$0.00
Sum of Expenditures	\$309,661
Amount of district research-based reading instruction allocation for 2019-2020	\$309,661

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 identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; 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;

School District of DeSoto County

Kindergarten Identification/Intervention Decision Tree (D1)

2019-2020

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Kindergarten Florida Kindergarten Readiness Screener	Assessment Period: August 2019	K-Readiness Star Early Literacy assessment scaled score is 497-529.	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations.	<ul style="list-style-type: none"> • Core reading program (Harcourt Journeys) • EL Education- supplemental material • Renaissance FLOW computer assisted instructional program • Waterford computer assisted instruction, K-2 • Classroom libraries • FL State Standards – K • Extended day intensive reading instruction geared toward project based learning activities • Unique Learning System- ELA supplemental curriculum for special needs students • TeachTown- ELA program for ESE self-contained students
		K-Readiness Star Early Literacy assessment scaled score is 438-496.	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations.	<ul style="list-style-type: none"> • Core reading program (Harcourt Journeys) • EL Education- supplemental material • Renaissance FLOW computer assisted instructional program • Waterford computer assisted instruction, K-2 • Classroom libraries • FL State Standards – K • Application of reading skills through the 21st Century program • Extended day intensive reading instruction geared toward the remediation of the targeted skill(s) • Unique Learning System- ELA supplemental curriculum for special needs students • TeachTown- ELA program for ESE self-contained students
		K-Readiness Star Early Literacy assessment scaled score is 437 and below.	Additional instruction will be provided that gives students the opportunity to remediate the deficit skill area(s). Each day students will receive an hour of intervention. Students will be grouped by their area of need based on their FLKRS/Early STAR data. T2 and T3 students will receive more intensive intervention in a smaller group setting.	<ul style="list-style-type: none"> • Core reading program (Harcourt Journeys) • EL Education- supplemental material • Renaissance FLOW computer assisted instructional program • Waterford computer assisted instruction, K-2 • *Barton System- Reading and Spelling- reading intervention • *Orton Gillingham • Classroom libraries • FL State Standards – K • Application of reading skills through the 21st Century program • Extended day intensive reading instruction geared toward the remediation of the targeted skill(s) • Unique Learning System- ELA supplemental curriculum for special needs students • TeachTown- ELA program for ESE self-contained students
<p>Reading intervention instruction and/or materials will be changed based on student data for students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided.</p> <p>Students receiving Tier 2 and Tier 3 interventions will receive additional instruction each day beyond the 90 minutes.</p> <p>Teachers will use additional materials to supplement the core reading program.</p> <p>Parent notification is sent home to ALL parents about their student’s progress. Detailed reports are sent within the first 30 days of school to notify parents of their student’s kindergarten readiness score. ALL parents are notified after each progress monitoring window of their child’s progress on Renaissance FLOW. Within those notifications are the student’s areas of success, and areas of weakness, and skills that parents can work at home with their child.</p>				

School District of DeSoto County
Kindergarten – Grade 2 Identification/Intervention Decision Tree (D1)
2019-2020

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Kindergarten – 2nd grade Renaissance Early STAR Renaissance STAR	Assessment Period 1: August 2019 Assessment Period 2: January 2020 Assessment Period 3: April/May 2020	Renaissance STAR combined score is at or above grade level.	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations. Score reports are sent to parents/guardians no more than thirty (30) days after the administration window closes.	<ul style="list-style-type: none"> • Core reading program (Harcourt Journeys) • EL Education- supplemental material • Renaissance FLOW computer assisted instructional program • CommonLit- formative assessments • Waterford computer assisted instruction, K-2 • Classroom libraries • FL State Standards – K-2 • Extended day intensive reading instruction geared toward project based learning activities • Unique Learning System- ELA supplemental curriculum for special needs students • TeachTown- ELA program for ESE self-contained students
		Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level. See attached STAR charts for scale score and percentile rank. Below 25 percentile requires intervention (Tier II) and Below 10 percentile requires urgent intervention (Tier III) and these students will be identified as having a substantial reading deficiency.	Additional instruction will be provided that gives students the opportunity to remediate the deficit skill area(s). Students scoring as having a substantial reading deficiency, will have the following: <ul style="list-style-type: none"> • PMP, 504, or IEP to consistently monitor progress. • Students receiving Tier 2 and Tier 3 interventions will receive additional instruction each day beyond the 90 minutes, to include multisensory interventions. • Score reports are sent to parents/guardians no more than thirty (30) days after the administration window closes. 	<ul style="list-style-type: none"> • Core reading program (Harcourt Journeys) • EL Education- supplemental material • Renaissance FLOW computer assisted instructional program • CommonLit- formative assessments • Waterford computer assisted instruction, K-2 • *Barton System- Reading and Spelling- reading intervention • *Orton Gillingham • Classroom libraries • FL State Standards – K-2 • *Application of reading skills through the 21st Century program • Extended day intensive reading instruction geared toward the remediation of the targeted skill(s) • Unique Learning System- ELA supplemental curriculum for special needs students • TeachTown- ELA program for ESE self-contained students
3rd grade – 5th grade Biweekly or weekly progress monitoring through MTSS as prescribed on plan	Tier 2 Bi weekly throughout the year Tier 3 weekly throughout the year	Students are progressing toward mastery of grade level standards	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations. Teachers will work to scaffold students back to previous tier, with the end result to be scaffolded back to tier 1, core instruction.	<ul style="list-style-type: none"> • Core reading program (Harcourt Journeys) • Wit & Wisdom- supplementary material • Renaissance FLOW computer assisted instructional program • CommonLit- formative assessments • *Barton System- Reading and Spelling- reading intervention • *Orton Gillingham • Classroom libraries • FL State Standards – K-5 • *Application of reading skills through the 21st Century program via STEM related activities (grades 3-5) • Extended day intensive reading instruction geared toward project based learning activities • Unique Learning System- ELA supplemental curriculum for special needs students • TeachTown- ELA program for ESE self-contained students

		<p>If students are still performing below expectations</p> <p>See attached STAR charts for scale score and percentile rank. Below 25 percentile requires intervention (Tier II) and Below 10 percentile requires urgent intervention (Tier III) and these students will be identified as having a substantial reading deficiency.</p>	<p>Additional, instruction will be provided that give students the opportunity to remediate the deficit skill area(s).</p> <p>Increase the intensity of interventions with a level of change in tier, if necessary.</p> <p>Students scoring as having a substantial reading deficiency, will have the following:</p> <ul style="list-style-type: none"> • PMP, 504, or IEP to consistently monitor progress. • Students receiving Tier 2 and Tier 3 interventions will receive additional instruction each day beyond the 90 minutes, to include multisensory interventions. • Score reports are sent to parents/guardians no more than thirty (30) days after the administration window closes. 	<ul style="list-style-type: none"> • Core reading program (Harcourt Journeys) • Wit & Wisdom- supplementary material • Renaissance FLOW computer assisted instructional program • CommonLit- formative assessments • *Barton System- Reading and Spelling- reading intervention • *Orton Gillingham • Classroom libraries • FL State Standards – K-5 • *Application of reading skills through the 21st Century program via STEM related activities (grades 3-5) • Extended day intensive reading instruction geared toward the remediation of the targeted skill(s) • Unique Learning System- ELA supplemental curriculum for special needs students • TeachTown- ELA program for ESE self-contained students
<p>Reading intervention instruction and/or materials will be changed based on student data for students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided.</p> <p>Teachers will use additional materials to supplement the core reading program.</p> <p>Parent notification is sent home to ALL parents about their student’s progress. ALL parents are notified after each progress monitoring window of their child’s progress on Renaissance FLOW. Within those notifications are the student’s areas of success, and areas of weakness, and skills that parents can work at home with their child.</p>				

School District of DeSoto County
Grade 3 – Grade 5 Identification/Intervention Decision Tree (D1)
2019-2020

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
3rd grade – 5th grade FSA ELA	Assessment Period: Spring 2018	Previous year FSA ELA achievement level is a 3 or higher	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations. Previous year score reports are available to parents/guardians as soon as delivered to district.	<ul style="list-style-type: none"> • Core reading program (Harcourt Journeys) • Wit & Wisdom- supplemental material • Renaissance FLOW computer assisted instructional program • CommonLit- formative assessments • Classroom libraries • FL State Standards – K-5 • Application of reading skills through the 21st Century program via STEM related activities (grades 3-5) • Extended day intensive reading instruction geared toward project based learning activities • Unique Learning System- ELA supplemental curriculum for special needs students • TeachTown- ELA program for ESE self-contained students
		Previous year FSA ELA achievement level is a 1 or 2 Or See attached STAR charts for scale score and percentile rank. Below 25 percentile requires intervention (Tier II) and Below 10 percentile requires urgent intervention (Tier III) and these students will be identified as having a substantial reading deficiency.	Additional, instruction will be provided that give students the opportunity to remediate the deficit skill area(s). Previous year score reports are available to parents/guardians as soon as delivered to district. Students scoring as having a substantial reading deficiency, will have the following: <ul style="list-style-type: none"> • PMP, 504, or IEP to consistently monitor progress. • Students receiving Tier 2 and Tier 3 interventions will receive additional instruction each day beyond the 90 minutes, to include multisensory interventions. • Score reports are sent to parents/guardians no more than thirty (30) days after the administration window closes. 	<ul style="list-style-type: none"> • Core reading program (Harcourt Journeys) • Wit & Wisdom- supplemental material • Renaissance FLOW computer assisted instructional program • CommonLit- formative assessments • Barton System- Reading and Spelling- reading intervention • Classroom libraries • FL State Standards – K-5 • Application of reading skills through the 21st Century program via STEM related activities (grades 3-5) • Extended day intensive reading instruction geared toward the remediation of the targeted skill(s) • Unique Learning System- ELA supplemental curriculum for special needs students • TeachTown- ELA program for ESE self-contained students
3rd grade – 5th grade Renaissance STAR	Assessment Period 1: August 2017 Assessment Period 2: January 2018 Assessment Period 3: April/May 2018	Renaissance STAR combined score is at or above grade level	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations.	<ul style="list-style-type: none"> • Core reading program (Harcourt Journeys) • Wit & Wisdom- supplemental material • Renaissance FLOW computer assisted instructional program • CommonLit- formative assessments • Classroom libraries • FL State Standards – K-5 • Application of reading skills through the 21st Century program via STEM related activities (grades 3-5) • Extended day intensive reading instruction geared toward project based learning activities • Unique Learning System- ELA supplemental curriculum for special needs students • TeachTown- ELA program for ESE self-contained students
		Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level.	Additional, instruction will be provided that give students the opportunity to remediate the deficit skill area(s). Students scoring as having a substantial reading deficiency, will have the following:	<ul style="list-style-type: none"> • Core reading program (Harcourt Journeys) • Wit & Wisdom- supplemental material • Renaissance FLOW computer assisted instructional program • CommonLit- formative assessments • Barton System- Reading and Spelling- reading intervention

		See attached STAR charts for scale score and percentile rank. Below 25 percentile requires intervention (Tier II) and Below 10 percentile requires urgent intervention (Tier III) and these students will be identified as having a substantial reading deficiency.	<ul style="list-style-type: none"> • PMP, 504, or IEP to consistently monitor progress. • Students receiving Tier 2 and Tier 3 interventions will receive additional instruction each day beyond the 90 minutes, to include multisensory interventions. • Score reports are sent to parents/guardians no more than thirty (30) days after the administration window closes. 	<ul style="list-style-type: none"> • Classroom libraries • FL State Standards – K-5 • Application of reading skills through the 21st Century program via STEM related activities (grades 3-5) • Extended day intensive reading instruction geared toward the remediation of the targeted skill(s) • Unique Learning System- ELA supplemental curriculum for special needs students • TeachTown- ELA program for ESE self-contained students
3rd grade – 5th grade Biweekly or weekly progress monitoring through MTSS as prescribed on plan	Tier 2 Bi weekly throughout the year Tier 3 weekly throughout the year	Students are progressing toward mastery of grade level standards	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations. Teachers will work to scaffold students back to previous tier, with the end result to be scaffolded back to tier 1, core instruction.	<ul style="list-style-type: none"> • Core reading program (Harcourt Journeys) • Wit & Wisdom- supplemental material • Renaissance FLOW computer assisted instructional program • CommonLit- formative assessments • Barton System- Reading and Spelling- reading intervention • Classroom libraries • FL State Standards – K-5 • Application of reading skills through the 21st Century program via STEM related activities (grades 3-5) • Extended day intensive reading instruction geared toward project based learning activities • Unique Learning System- ELA supplemental curriculum for special needs students • TeachTown- ELA program for ESE self-contained students
		If students are still performing below expectations See attached STAR charts for scale score and percentile rank. Below 25 percentile requires intervention (Tier II) and Below 10 percentile requires urgent intervention (Tier III) and these students will be identified as having a substantial reading deficiency.	Additional, instruction will be provided that give students the opportunity to remediate the deficit skill area(s). Increase the intensity of interventions with a level of change in tier, if necessary. Students scoring as having a substantial reading deficiency, will have the following: <ul style="list-style-type: none"> • PMP, 504, or IEP to consistently monitor progress. • Students receiving Tier 2 and Tier 3 interventions will receive additional instruction each day beyond the 90 minutes, to include multisensory interventions. • Score reports are sent to parents/guardians no more than thirty (30) days after the administration window closes. 	<ul style="list-style-type: none"> • Core reading program (Harcourt Journeys) • Wit & Wisdom- supplemental material • Renaissance FLOW computer assisted instructional program • CommonLit- formative assessments • Barton System- Reading and Spelling- reading intervention • Classroom libraries • FL State Standards – K-5 • Application of reading skills through the 21st Century program via STEM related activities (grades 3-5) • Extended day intensive reading instruction geared toward the remediation of the targeted skill(s) • Unique Learning System- ELA supplemental curriculum for special needs students • TeachTown- ELA program for ESE self-contained students
<p>Reading intervention instruction and/or materials will be changed based on student data for students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided.</p> <p>Teachers will use additional materials to supplement the core reading program.</p> <p>Parent notification is sent home to ALL parents about their student’s progress. ALL parents are notified after each progress monitoring window of their child’s progress on Renaissance FLOW. Within those notifications are the student’s areas of success, and areas of weakness, and skills that parents can work at home with their child.</p> <p>Additionally, all parents are notified of their student’s FSA results. These reports are sent directly from the state and are available as soon as they arrive in the district.</p>				

School District of DeSoto County
Grade 6 – Grade 8 Identification/Intervention Decision Tree (D2)
2019-2020

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
6th grade – 8th grade Administer Renaissance STAR	Assessment Period 1: August 2019 Assessment Period 2: January 2020 Assessment Period 3: April/May 2020	Renaissance STAR combined score is at or above grade level.	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations.	<ul style="list-style-type: none"> • Core reading program (HMH <i>Collections</i>) • Wit & Wisdom- supplemental material (grade 6) • Renaissance FLOW computer assisted instructional program • Common LIT- formative assessments • APEX- tutorials and accelerated program • Classroom libraries • FL State Standards – 6-8 • SRA Imagine It core reading material • Unique Learning System- ELA supplemental curriculum for special needs students
		Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level.	Additional instruction will be provided that gives students the opportunity to remediate the deficit skill area(s).	<ul style="list-style-type: none"> • Core reading program (HMH <i>Collections</i>) • Wit & Wisdom- supplemental material (grade 6) • Common LIT- formative assessments • APEX tutorials- intervention • Renaissance FLOW computer assisted instructional program • Fast Forward- ELL intervention • Classroom libraries • FL State Standards – 6-8 • Unique Learning System- ELA supplemental curriculum for special needs students
<p>All students who score a level 1 or 2 on the FSA ELA Assessment are placed into Intensive Reading courses for remediation and more in-depth strategies in the areas they need.</p> <p>Reading intervention instruction and/or materials will be changed based on student data for students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided.</p> <p>Students receiving Tier 2 and Tier 3 interventions will receive additional instruction each day.</p> <ul style="list-style-type: none"> • T2 receive interventions if student has: previous retention • Level 1 or 2 on FSA (intensive reading) • Attendance issues • Previous Tier 2 or 3 level of support • Excessive discipline or behavior referrals • “Good Cause” or “Administrative” placement • Second language acquisition (ESOL) • Exceptional Student Education • Migrant- breaks in schooling 				

- T3 receive interventions if student has been given T2 interventions in area of need and those interventions have not resulted in closing the achievement gap. Our T2 interventions are 2-6 week rounds before possible T3 interventions are added.
- T2 and T3 interventions will be provided in the core ELA class and/or Intensive reading class.

Teachers will use additional materials to supplement the core reading program.

ALL parents are notified after each progress monitoring window of their child's progress on Renaissance FLOW. Within those notifications are the student's areas of success, and areas of weakness, and skills that parents can work at home with their child.

School District of DeSoto County
Grade 9 – Grade 12 Identification/Intervention Decision Tree (D3)
2019-2020

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
All 9th grade – 10th grade 11th grade – 12th grade FSA ELA Retake students Administer Renaissance STAR	Assessment Period 1: August 2019 Assessment Period 2: January 2020 Assessment Period 3: April/May 2020	Renaissance STAR combined score is at or above grade level.	Additional, rigorous assignments will be provided that give students the opportunity to apply reading skills to solve problems in both familiar and unfamiliar situations.	<ul style="list-style-type: none"> • Core reading program (HMH <i>Collections</i>) • Renaissance FLOW computer assisted instructional program • Wit & Wisdom- supplementary material • Common LIT- formative assessments • APEX- tutorials and accelerated program • Classroom libraries • FL State Standards – 9-12 • Core classroom texts – dependent upon grade level and course • Additional Intensive Reading materials: NY Times Upfront magazines; <i>Be A Better Reader</i> series; <i>The Reader’s Handbook</i>; <i>Impact</i>; <i>ReadXL</i> workbooks
	Renaissance STAR scores in any one or more of the five reading skill areas fall below the cut score at the appropriate grade level.	Additional instruction will be provided that gives students the opportunity to remediate the deficit skill area(s).	<ul style="list-style-type: none"> • Core reading program (HMH <i>Collections</i>) • Renaissance FLOW computer assisted instructional program • Wit & Wisdom- supplementary material • Common LIT- formative assessments • APEX tutorials- intervention • Fast Forward- ELL intervention • Classroom libraries • FL State Standards – 9-12 • Core classroom texts – dependent upon grade level and course • NY Times Upfront magazines • <i>Be A Better Reader</i> series • <i>The Reader’s Handbook</i> • <i>Impact</i> • <i>ReadXL</i> workbooks 	
<p>All students who score a level 1 or 2 on the FSA ELA Assessment or FSA ELA Retake are placed into Intensive Reading courses for remediation and more in-depth strategies in the areas they need.</p> <p>Students receiving Tier 2 and Tier 3 interventions will receive additional instruction each day.</p>				

- T2 receive interventions if student has: previous retention • Level 1 or 2 on FSA (intensive reading) • Attendance issues • Previous Tier 2 or 3 level of support • Excessive discipline or behavior referrals • “Good Cause” or “Administrative” placement • Second language acquisition (ESOL) • Exceptional Student Education • Migrant- breaks in schooling
- T3 receive interventions if student has been given T2 interventions in area of need and those interventions have not resulted in closing the achievement gap. Our T2 interventions are 2-6 week rounds before possible T3 interventions are added.
- T2 and T3 interventions will be provided in the core ELA class and/or Intensive reading class.

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

Teachers will use additional materials to supplement the core reading program.

ALL parents are notified after each progress monitoring window of their child’s progress on Renaissance FLOW. Within those notifications are the student’s areas of success, and areas of weakness, and skills that parents can work at home with their child.

APPENDIX C

2019-2020 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 2019-2020 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:** DeSoto
- 2. Contact name for schools covered on this plan:** Carrie Fuller
- 3. Contact phone number:** 863-494-4222
- 4. Contact email:** carrie.fuller@desotoschools.com
- 5. Schools covered by this plan:** Nocatee Elementary School, Memorial Elementary, West Elementary

Section 2: Length of School Day

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

- 1. School start time:** 7:30
- 2. School dismissal time:** 2:20
- 3. Total number of instructional minutes per day:** 360
- 4. Minutes per day of reading instruction (must be at least 150):** 170

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.**

For students earning a level 4 or 5 on the FSA ELA, students are grouped for additional instruction in vocabulary and comprehension to ensure students continue to enhance their reading skills. Additionally, research skills are taught to allow students to independently increase their background knowledge around many topics.

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.**

Students within a grade level are grouped according to reading need determined by a reading diagnostic (STAR), and are instructed accordingly. We will be evaluating using Marzano evaluation model. Teachers rated as effective or highly effective are assigned to instruct these students.

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.**

Due to the growth in ELA in the 18-19 school year, DeSoto has decided to continue with EL Education and Common Lit for the 2019-2020 school year. Additionally, the district is introducing the use of Barton Reading and Spelling to be used during intervention times.

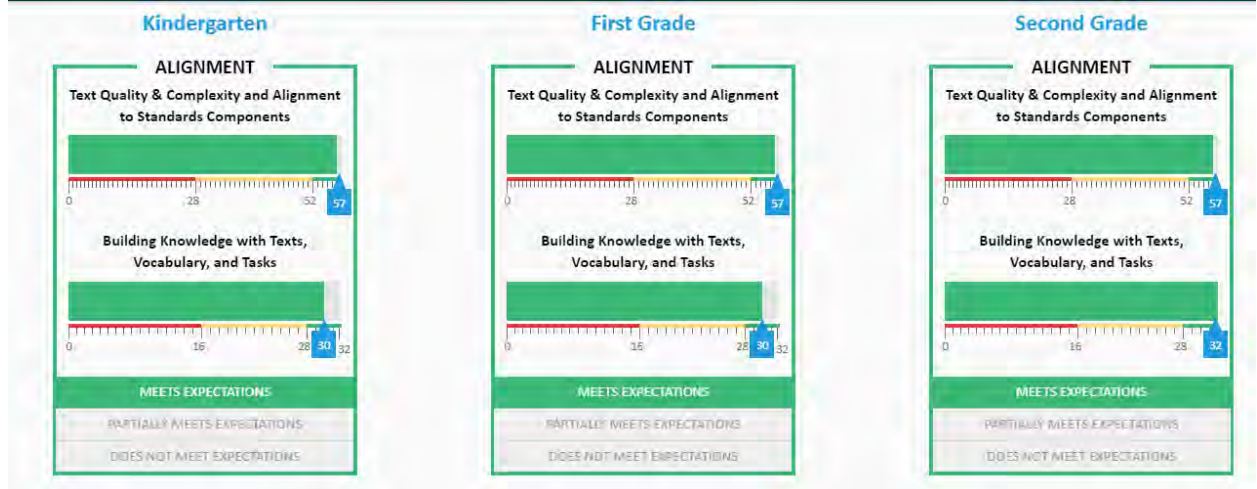
<u>Location</u>	<u>2017-18 Total Pts</u>	<u>2018-19 Total Pts</u>	<u>Difference</u>
Memorial Elementary	45	50	+5
Nocatee Elementary	38	46	+8
West Elementary	45	47	+2

	2018 ELA Achievement	2019 ELA Achievement	Difference
Memorial Elementary	36	41	+5
Nocatee Elementary	25	29	+4
West Elementary	42	44	+2

	2018 ELA Learning Gains	2019 ELA Learning Gains	Difference
Memorial Elementary	51	53	+2
Nocatee Elementary	42	49	+7
West Elementary	50	55	+5

	2018 ELA Learning Gains Lowest 25%	2019 ELA Learning Gains Lowest 25%	Difference
Memorial Elementary	51	43	-8
Nocatee Elementary	42	56	+14
West Elementary	54	54	+0

K-1/2 EL Education Foundational Reading Skills: ED Reports findings below



2-5 CommonLit: Research findings:

CommonLit’s texts are conveniently organized into five different grade-level bands: 3rd-4th, 5th -6th, 7th -8th, 9th -10th, and 11th - 12th. Texts are sorted by complexity of language, vocabulary, maturity, and content difficulty. As a differentiated resource, CommonLit can be used to tailor instruction to different reading levels while still exposing students to increasingly complex texts. Aligned to Lexile® measurements, teachers can use CommonLit texts as way to scaffold instruction and help students meet the goal of being able to read and comprehend texts at grade level.

K-5 Barton Reading and Spelling findings:

The Barton Reading & Spelling System’s instructional design and instructional content align with the findings of the National Reading Panel (2000) and closely mirror the lesson plan format used in the Orton-Gillingham Approach. The instructional delivery is explicit and systematic with scaffolding and coordinated instructional routines for phonemic awareness, phonics, and advanced word analysis. Each sound/symbol correspondence is explicitly taught, practiced and then reviewed during the next several lessons while additional sound/symbol correspondences are introduced. Further evidence of the influence of the Orton-Gillingham Approach is the attention to spelling at each level of the program. Spelling rules that complement the phonics instruction are included

in each lesson. Mnemonics are frequently utilized to help students remember spelling patterns (e.g., Kiss the Cat Rule for the use of “k” versus “c”).

The Barton Reading & Spelling System incorporates vocabulary and comprehension components at various points during instruction, typically after oral reading activities with teacher direction and higher level word work: prefixes, suffixes, Greek words, and Latin roots. Fluency instruction is embedded; each skill is introduced, taught to mastery, and practiced in phrases, sentences, and decodable texts.

The Barton Reading & Spelling System provides all the necessary professional development to implement the program with fidelity in the purchase of each level. Each level comes with two DVDs or VHS cassettes that provide about five hours of training. Susan Barton, the developer, models all the new teaching steps for the level with an adult who acts as a student and incorporates breaks in the DVD for tutors to stop and practice the new skills. The developer recommends that tutors watch the DVD in pairs so they can practice and help each other with the new information. In addition to the DVDs, tutors may obtain additional support from the company by calling or emailing with their questions.

- 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.**

Grades K-1 utilize Renaissance’s STAR Early Literacy to diagnose and progress monitor student’s reading skills. This assessment will diagnose specific areas of phonemic awareness and phonics to determine what additional intensive instruction is needed to close gaps in reading foundational skills. Lessons to address these gaps may be prescribed in EL Education. Small formative assessments are used to determine mastery and movement in the program. In grades 2-5 DeSoto utilizes the Renaissance STAR diagnostic to diagnose and progress monitor student’s reading skills. Students are grouped according to area of need each time the assessment is given. Teachers then utilize lesson assignments within the Renaissance Flow 360 program to address specific areas of need and monitor progress with short formative assessments.

- 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.**

Students within a grade level are grouped according to reading need determined by a reading diagnostic (STAR), and are instructed accordingly. Student groups are kept to a maximum of six in a small group. This allows students to be given additional practice and feedback during the course of instruction. Students are grouped according to area of reading need each time the STAR or Early STAR assessment is given. Teachers then utilize lesson assignments within the Renaissance Flow 360 or EL Education programs to address specific areas of need and monitor progress with short formative assessments.

- 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.**

Grades K-2 may use Renaissance Flow 360 materials to practice skills, but the focus is developing phonics and fluency skills. Additionally, the district is introducing the use of Barton Reading and Spelling to be used during intervention times. At times subject specific vocabulary is appropriate for this skill practice. Desoto utilizes CommonLit to build background knowledge in social studies, science, and math while working on reading and writing skills for students in grades 3-5. This allows students to be exposed to grade appropriate text in many subjects and offers mentor texts for comparisons of ideas and viewpoints.