

# Duval 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:** Minika Jenkins

**Contact Email:** [Jenkinsm5@duvalschools.org](mailto:Jenkinsm5@duvalschools.org)

**Contact Telephone:** 904-390-2136

## 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	48	*	49	50	50	52	54

	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	49	*	52	53	50	54	56

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	31	*	30	27	31	24	21
White/Hispanic	19	*	21	18	21	15	12
Economically Disadvantaged/Non-Economically Disadvantaged	25	*	25	22	27	19	16
Students with Disabilities/Students without Disabilities	30	*	30	27	31	24	20
English Language Learners/ Non-English Language Learners	30	*	33	29	30	25	20

\* 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.**

In conjunction with the Office of Accountability and Assessment, the academic director supervising each specified grade level will oversee progress monitoring at the district level and will provide support to schools through frequent monitoring of data to determine student progress and regression.

**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?**

In conjunction with the Office of Accountability and Assessment, the academic director supervising each specified grade level will oversee progress monitoring at the district level and will provide support to schools through frequent monitoring of data to determine student progress and regression.

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

The district will collect fall, winter, and spring i-Ready Diagnostic assessment data in grades K-2. Students who are not making progress in grades K-2 as identified in the iReady diagnostic assessment will receive the Diagnostic Assessment of Reading (DAR). Based on assessment results, students will receive interventions during the small group instructional block for phonemic awareness, phonics, fluency, vocabulary or comprehension. Students scoring into profiles one and two based on i-Ready data are placed in Barton to address students' needs.

Additionally, Achieve3000 data will be collected during the fall, winter, and spring for grades 3-12 along with Duval's internal assessment "FSA Mid-year Scrimmage" for students in grades 3-10. i-Ready data will be collected for students in grades 3-5 scoring below grade level on Achieve3000. Diagnostic Assessment of Reading (DAR) data will be collected in the fall and winter for students who are not on grade level in grades 6-10 to monitor student progress and determine intervention.

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

District staff, administrators, literacy specialists, and coaches will review FSA ELA results at the beginning and end of the year.

Duval's internal assessment "FSA Mid-year Scrimmage" results will be reviewed in January of 2018 to monitor student progress toward district goals. i-Ready, Achieve3000, Saxon, and iLit data will be analyzed during the fall, winter, and spring of the 2017-2018 school year. Diagnostic Assessment of Reading (DAR) data will be collected in the fall and winter for review.

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

In conjunction with the Regional Superintendents and specialists, the academic director supervising each specified grade level will ensure coaches and interventionists provide appropriate interventions to students not progressing towards district goals through the use of the Progress Monitoring Plan (PMP) for grades K-12.

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

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

The Assistant Superintendent of Curriculum and Instruction, the academic director supervising each specified grade level, district specialists, and regional superintendents are responsible for ensuring curriculum and instruction are aligned to grade-level Florida Standards.

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

Lesson plans, student work samples, and Cornerstone portfolios will be analyzed, reviewed and revised to demonstrate the alignment of classroom instruction to grade-level Florida Standards.

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

The district will collect evidence of student works samples and Cornerstone portfolios quarterly.

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

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

The Assistant Superintendent of Curriculum and Instruction, the academic director supervising each specified grade level, district specialists, and regional superintendents are responsible for ensuring that schools have access to informational text for each content area in a variety of mediums.

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

The district purchases Achieve3000 and iReady to ensure students in grades K-12 have access to informational text. Additionally, each academic director works with specialists to identify and incorporate additional resources such as Commonlit.org so that schools have access to a variety of informational text in various mediums.

**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 Assistant Superintendent of Curriculum and Instruction, the academic director supervising each specified grade level, district specialists, and regional

superintendents will ensure that 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)?**

Lesson plans, student work samples, and Cornerstone portfolios will be collected to ensure that instruction is accessible to the full range of learners using UDL principles.

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

The district will collect evidence of student works samples and Cornerstone portfolios quarterly.

**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?**

William Mason Davis

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

600000

- 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?**

Altina Fenelon

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

Yes

**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 yo**

**JOB SUMMARY:**

Improves K-12 language arts program through coaching, training and supporting school teachers and coaches.

**ESSENTIAL FUNCTIONS:**

1. Develops and delivers professional development for teachers in reading content and instructional strategies for the assigned grades and/or content area.
2. Works to develop an atmosphere of collaboration with team members, schools and administrators to contribute to the district's mission and strategic plan of meeting student needs in literacy.
3. Provides support to individual classroom teachers in curriculum implementation, reading and writing instruction content, use of instructional materials and strategies, use of data to improve instruction by implementing coaching cycle (pre-conference, model, co-teach, observe, debrief). Assists in prioritizing actions to ensure those impacting student achievement are accomplished first.
4. Assists schools with analysis of school, class, and student data, and develops appropriate instructional strategies. Assists in the interpretation of progress monitoring data, including how to adjust instruction to better meet the needs of students based upon data results.
5. Supports Lesson Study at schools by providing reading content expertise.
6. Conducts model reading lessons, co-teaches, observes, and provides specific feedback to classroom teachers on instruction and/or management.
7. Leads the development and facilitation of professional learning communities.
8. Develops and/or revises training syllabi and curriculum guides. Provides training follow through and support using implementation rubrics. Participates in evaluation and selection of instructional materials, equipment, and supplies appropriate for district standards-based reading curriculum.
9. Inputs weekly schedule and weekly reports into the DCPS electronic system.
10. Performs other duties as assigned.

**MINIMUM QUALIFICATIONS:**

**Education:** Bachelor's degree from an accredited college or university. Master's degree preferred.

**Experience:** Five (5) years successful elementary and/or secondary classroom reading teaching experience. Experience conducting professional development.

**Certifications & Licenses:** Florida Department of Education Certification.

**u may submit the link.**

District Reading Specialist for K-5 ELA and 6-12 ELA

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

None

**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.**

N/A

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

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

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

The effectiveness of the reading/literacy coach is measured by student proficiency data and learning gains along with observational data and the CAST evaluation.

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

0

**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?**

0

**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.:**

Saxon, phonics toolkit, phonics for learning, Achieve, i-Ready, D.A.R

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

\$3,435,436.00

**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.**

Please refer to DT1

**Summer Reading Camps**

Please complete the following questions regarding SRC.

- 1. SRC Supervisor Name:**Stephanie Bailey
- 2. Email Address:**[baileys7@duvalschools.org](mailto:baileys7@duvalschools.org)
- 3. Phone Number:**904-390-2136
- 4. Please list the schools which will host a SRC:**

Eight school sites will provide SRC:  
Annie R. Morgan ES  
Crowne Point ES  
Jacksonville Heights ES  
New Berlin ES  
North Shore ES  
Parkwood Heights ES  
Sadie Tillis ES  
Waterleaf ES

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

- a. **Start Date:**06/18/2017
- b. **Which days of the week is SRC offered:**M, T, W, TH, F
- c. **Number of instructional hours per day in reading:** 4.00
- d. **End Date:**07/27/2017
- e. **Total number of instructional hours of reading:**116

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

Yes

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

15:1

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

Other students will be served by The JAX Journey Pilot Program, JAX Journey Summer Sail Camps.

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

SAT-10 will be administered before the conclusion of the 2017-18 school year and again at the conclusion of Summer Reading Camp. Also, students will take the i-Ready Diagnostic assessment prior to the end of school and again at the end of Summer Reading Camp.

**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	600000
District expenditures on reading coaches	528000 district specialists
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	3435436
District expenditures on professional development	841192
District expenditures on summer reading camps	100000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	130900
Flexible Categorical Spending	0
Sum of Expenditures	5635528
Amount of district research-based reading instruction allocation for 2018-2019	5635528

## APPENDIX A

<b>Date and Time:</b>	<b>April 18, 2018 9:30 a.m. to 11:00 a.m.</b>
<b>Invitees:</b>	<input type="checkbox"/> <b>Ingrid Carias</b> <input type="checkbox"/> <b>Stephanie Bailey</b> <input type="checkbox"/> <b>Minika Jenkins</b> <input type="checkbox"/> <b>Sonya McSwain</b> <input type="checkbox"/> <b>Gail Roberts</b>
<b>Desired Outcomes:</b>	<ul style="list-style-type: none"><li>• <b>Review and discuss K-12 Reading Plan</b></li><li>• <b>Assign sections of the K-12 Plan for revisions, if needed</b></li><li>• <b>Determine next steps for schools for implementation of K-12 Reading Plan</b></li></ul>

### AGENDA:

Agenda Item:
<ul style="list-style-type: none"><li>➤ <b>K-12 Comprehensive Research Based Reading Plan</b><ul style="list-style-type: none"><li>○ Submit- April 30, 2018 (<i>all revisions due by May 18, 2018, if required</i>)</li><li>○ Goals</li><li>○ Budget and Expenditures</li><li>○ Professional Development</li><li>○ Reading/Literacy Coaches (RLC Chart)</li><li>○ Decision Trees</li><li>○ Third-Grade Summer Reading Camp</li><li>○ 300 Lowest-Performing Elementary Schools</li><li>○ Determine next steps for schools</li></ul></li></ul>

***Next Meeting: Review alignment with all other plans at next meeting, which is TBD***

## 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;

DCPS Assessment Decision Tree  
for  
Reading Improvement Grades K-5



<u>Screening Assessments</u>	<u>Dates</u>	<u>If</u>	<u>Then</u>	<u>Intervention and Materials</u>
<p style="text-align: center;"><b>i-Ready (Diagnostic) And FLKRS (Kindergarten Only)</b></p>	<p style="text-align: center;">Fall and Winter 2018</p> <p style="text-align: center;">Spring 2019</p>	<p>Student demonstrates a substantial reading deficiency as indicated by his or her score on the Fall 2018 i-Ready Diagnostic.</p> <p>Kindergarten (below 362) 1<sup>st</sup> grade (below 434) 2<sup>nd</sup> grade (below 489) 3<sup>rd</sup> grade – 289 or below 4<sup>th</sup> grade – 300 or below 5<sup>th</sup> grade – 309 or below</p> <p style="text-align: center;"><i>And</i></p> <p>Has a Scale Score of 438-496 on the FLKRS (Kindergarten Only)</p> <p><u>Lexile Range</u> 3<sup>rd</sup> grade (270L or below) 4<sup>th</sup> grade (390L or below) 5<sup>th</sup> grade (505L or below)</p>	<p>The student is, in addition to the core literacy lesson, provided interventions during the small group instruction block to support students with phonemic awareness, phonics, HFW, and vocabulary to access grade level standards.</p> <p><i>Note: If student's score is still below grade level, or they have not made ½ year's growth on the Winter 2018 Diagnostic, then administer DAR. ½ Year's Growth Expectations</i></p> <p><i>Kindergarten (+23 points)</i> <i>1<sup>st</sup> grade (+23 points)</i> <i>2<sup>nd</sup> grade (+19 points)</i></p> <p>*Please note: Students scoring below 437 on FLKRS will be monitored closely by the school-based intervention or classroom teacher and district specialist. If progress is not noted then intensive small group intervention will begin after four weeks of intervention through the small group instructional block.</p>	<p><b>Core Instruction with Tier II Support</b> <u>Instruction Materials:</u></p> <ul style="list-style-type: none"> <li>• Core Lesson – Duval Reads</li> <li>• Small Group Instruction Block <ul style="list-style-type: none"> <li>○ Phonics Lesson– Saxon Reading and Spelling</li> <li>○ Skills (as needed) – DAR-TTS/i-Ready Tools for Instruction</li> <li>○ Teacher Led – Guided Reading/Leveled Text/DAR-TTS/Saxon</li> <li>○ Independent Reading</li> <li>○ Independent Work – Duval Reads/Saxon/teacher-created/Lakeshore Learning Resources.</li> <li>○ Blended Learning – i-Ready</li> </ul> </li> </ul> <p><b>Tier III Support as needed (DAR optional)</b> Students in i-Ready Profiles 1-2</p> <ul style="list-style-type: none"> <li>• Intensive Intervention—Barton</li> </ul>
		<p>Student score is meeting grade level expectations as indicated by his or her score on the Fall 2018 i-Ready Diagnostic.</p> <p>Kindergarten (on or above 362) 1<sup>st</sup> grade (on or above 434) 2<sup>nd</sup> grade (on or above 489) 3<sup>rd</sup> grade – 289 or below 4<sup>th</sup> grade – 300 or below 5<sup>th</sup> grade – 309 or below</p>	<p>The student is, in addition to the core literacy lesson, provided additional support or enrichment during the small group instruction block to focus on vocabulary and comprehension in texts that are on or above grade level standards.</p>	<p><b>Core Instruction</b> <u>Instruction Materials:</u></p> <ul style="list-style-type: none"> <li>• Core Lesson – Duval Reads</li> <li>• Phonics Lesson—Saxon Reading and Spelling.</li> <li>• Small Group Instruction Block <ul style="list-style-type: none"> <li>○ Teacher Led – Guided Reading/Leveled Text/Authentic Text</li> <li>○ Independent Reading</li> <li>○ Independent Work – Duval Reads/Saxon/Authentic</li> </ul> </li> </ul>

DCPS Assessment Decision Tree  
for  
Reading Improvement Grades K-5



		<p><i>And</i></p> <p>Has a Scale Score of 497-529 on FLKRS (Kindergarten Only)</p> <p><u>Lexile Range</u> 3<sup>rd</sup> grade (above 270L) 4<sup>th</sup> grade (above 390L) 5<sup>th</sup> grade (above 505L)</p>		<p>ic Texts/teacher created</p> <ul style="list-style-type: none"> <li>○ Blended Learning – i-Ready</li> <li>○ Skills (as needed) – DAR-TTS/i-Ready Tools for Instruction</li> </ul>
<p><b>Diagnostic Assessments of Reading (DAR)</b></p> <p><i>(Students who are not on grade level OR have not made ½ year’s growth from Fall to Winter i-Ready Diagnostic)</i></p>	<p>Winter and Spring</p>	<p>If the student scores “Not Mastered” on any portion of the Word Analysis, Print Awareness, Phonological Awareness, and Letters and Sounds</p> <p><b>AND/OR</b></p> <p>If the student scores more than two passage levels below the grade level placement as indicated on the interpretive profile</p> <p>Progress monitor instructional interventions.</p>	<p>Interpret the Word Recognition, Oral Reading, Silent Reading, Spelling, and Word Meaning, and word analysis subtests of the DAR assessment.</p> <p>Determine if student needs additional interventions by monitoring between assessment windows to determine student placement/progress. Continue to serve through reading intervention based on current level of performance.</p>	<p><b>Strategic Materials/Activities:</b> Trial Teaching Strategies based on need (DAR-TTS)</p> <p>Use ongoing progress monitoring tasks such as reading inventories further assist in determining instructional needs</p>

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

Assessment Decision Tree  
for  
Reading Improvement Grades 6-8

<u>Screening Assessments</u>	<u>Dates</u>	<u>If</u>	<u>Then</u>
<p style="text-align: center;"><b>2018 ELA Assessment</b></p> <p>Parents may opt a student out of the remedial reading course, pending a parent teacher conference whereby the school provides student data that demonstrates the need for a remedial class, and parent signs a release of responsibility should the student not meet the graduation requirement in Reading.</p> <p style="text-align: center;"><i>and</i></p> <p style="text-align: center;"><b>Achieve3000 (LevelSet)</b></p>	Spring 2018	<p>Student scores within a specific scale score range on the current ELA assessment and falls far below grade level as indicated by his or her score on the Spring 2018 Achieve3000 LevelSet.</p> <p><u>Scale Score Range</u> 6th - 315 or below 7th - 322 or below 8th - 326 or below</p> <p style="text-align: center;"><i>and</i></p> <p><u>Lexile Range</u> 6<sup>th</sup> grade (550L or below) 7<sup>th</sup> grade(620L or below) 8<sup>th</sup> grade (675L or below)</p>	<p>Place student in an intervention course (Intensive Reading 1000410) to provide additional support with decoding and comprehension during small group instruction to access grade level standards.</p> <p style="text-align: center;"><i>Determine appropriate student placement by monitoring between assessment windows to determine student placement/progress. Continue to serve in reading intervention classes based on current level of performance. Additional intensive intervention will be provided via small-group push-in or pull-out support based on students' needs.</i></p>
		<p>Student scores within a specific scale score range on the current ELA assessment and is approaching grade level, but below the high readability measure as indicated by his or her score on the Spring 2018 Achieve3000 LevelSet.</p> <p><u>Scale Score Range</u> 6th - 315 or below 7th - 322 or below 8th - 326 or below</p> <p style="text-align: center;"><i>and</i></p> <p><u>Lexile Range</u> 6<sup>th</sup> grade (555L - 670L) 7<sup>th</sup> grade (625L - 765L) 8<sup>th</sup> grade (680L - 800L)</p>	<p>Place student in an intervention course (Intensive Reading 1000410) to provide additional support with comprehension, vocabulary acquisition, standard remediation, and writing during small group instruction in order to meet grade level standards.</p> <p style="text-align: center;"><i>Determine appropriate student placement by monitoring between assessment windows to determine student placement/progress. Continue to serve in reading intervention classes based on current level of performance. Additional intensive intervention will be provided via small-group push-in or pull-out support based on students' needs.</i></p>
		<p>Student scores within a specific scale score range on the current ELA assessment and fall in on the high end of the readability band as indicated by his or her score on the Spring 2018 Achieve3000 LevelSet.</p> <p><u>Scale Score Range</u> 6th - 315 or below</p>	<p>Place student in the appropriate English course and provided additional support with high level vocabulary and comprehension strategies, as needed during small group instruction to support grade level standards.</p>

Assessment Decision Tree  
for  
Reading Improvement Grades 6-8

		<p>7th - 322 or below 8th - 326 or below</p> <p><i>and</i></p> <p><u>Lexile Range</u></p> <p>6<sup>th</sup> grade (675L or above) 7<sup>th</sup> grade (770L or above) 8<sup>th</sup> grade (810L or above)</p>	<p><i>Determine appropriate student placement by monitoring between assessment windows to determine student placement/progress. Continue to serve in reading intervention classes based on current level of performance. Additional intensive intervention will be provided via small-group push-in or pull-out support based on students' needs.</i></p>
<p><b>Diagnostic Assessments of Reading (DAR)</b> <i>(for confirming and progress monitoring student placement Enrichment Reading)</i></p>	<p>Fall and Winter</p> <p>Spring (Optional)</p>	<p>If the student scores "Not Mastered" on any portion of the Word analysis</p> <p><b>AND/OR</b></p> <p>If the student scores more than two passage levels below the grade level placement as indicated on the interpretive profile</p> <p>Progress monitor instructional interventions.</p>	<p>Maintain or place in Enrichment class and analyze errors on the word analysis assessment subtests of the DAR.</p> <p>Interpret the Word Recognition, Oral Reading, Silent Reading, Spelling, and Word Meaning subtests of the DAR.</p> <p>Determine appropriate student placement by monitoring between assessment windows to determine student placement/progress. Continue to serve in reading intervention classes based on current level of performance. Additional intensive intervention will be provided via small-group push-in or pull-out support based on students' needs.</p>

***\*The reading teacher must be Reading Endorsed, certified in reading, or working towards endorsement or certification.***

Assessment Decision Tree  
for  
Reading Improvement Grades 9-10

<u>Screening Assessments</u>	<u>Dates</u>	<u>If</u>	<u>Then</u>
<p><b>2018 ELA Assessment</b> Parents may opt a student out of the remedial reading course, pending a parent teacher conference whereby the school provides student data that demonstrates the need for a remedial class, and parent signs a release of responsibility should the student not meet the graduation requirement in Reading.</p> <p style="text-align: center;"><i>and</i></p> <p><b>Achieve3000 (LevelSet)</b></p>	Spring 2018	<p>Student scores within a specific scale score range on the current ELA assessment and falls far below grade level as indicated by his or her score on the Spring 2018 Achieve3000 LevelSet.</p> <p><u>Scale Score Range</u> 9th - 332 or below</p> <p><i>and</i></p> <p><u>Lexile Range</u> 9th grade (775L or below)</p>	<p>Place student in an intervention course (Intensive Reading 1000410) to provide additional support with decoding and comprehension during small group instruction to access grade level standards.</p> <p><i>Determine appropriate student placement by monitoring between assessment windows to determine student placement/progress. Continue to serve in reading intervention classes based on current level of performance. Additional intensive intervention will be provided via small-group push-in or pull-out support based on students' needs.</i></p>
		<p>Student scores within a specific scale score range on the current ELA assessment and falls far below grade level as indicated by his or her score on the Spring 2018 Achieve3000 LevelSet.</p> <p><u>Scale Score Range</u> 10th - 339 or below</p> <p><i>and</i></p> <p><u>Lexile Range</u> 10th grade (765L - 930L)</p>	<p>Place student in an ACT/SAT Preparatory class (Intensive Reading 1000410) to provide additional support with comprehension, vocabulary acquisition, standard remediation, and writing during small group instruction in order to meet grade level standards.</p> <p><i>Determine appropriate student placement by monitoring between assessment windows to determine student placement/progress. Continue to serve in reading intervention classes based on current level of performance. Additional intensive intervention will be provided via small-group push-in or pull-out support based on students' needs.</i></p>
		<p>Student scores within a specific scale score range on the current ELA assessment and fall in on the high end of the readability band as indicated by his or her score on the Spring 2018 Achieve3000 LevelSet.</p> <p><u>Scale Score Range</u> 9th - 332 or below 10th - 339 or below</p>	<p>Place student in the appropriate English course and provided additional support with high-level vocabulary and comprehension strategies, as needed during small group instruction to support grade level standards.</p>

Assessment Decision Tree  
for  
Reading Improvement Grades 9-10

		<p><i>and</i></p> <p><u>Lexile Range</u> 9th grade (930L or above) 10th grade (930L or above)</p>	<p><i>Determine appropriate student placement by monitoring between assessment windows to determine student placement/progress. Continue to serve in reading intervention classes based on current level of performance. Additional intensive intervention will be provided via small-group push-in or pull-out support based on students' needs.</i></p>
<p><b>Diagnostic Assessments of Reading (DAR)</b> <i>(for confirming and progress monitoring student placement Enrichment Reading)</i></p>	<p>Fall and Winter</p> <p>Spring (Optional)</p>	<p>If the student scores "Not Mastered" on any portion of the Word analysis</p> <p><b>AND/OR</b></p> <p>If the student scores more than two passage levels below the grade level placement as indicated on the interpretive profile</p> <p>Progress monitor instructional interventions.</p>	<p>Maintain or place in Enrichment class and analyze errors on the word analysis assessment subtests of the DAR.</p> <p>Interpret the Word Recognition, Oral Reading, Silent Reading, Spelling, and Word Meaning subtests of the DAR.</p> <p>Determine if student is properly placed by monitoring between assessment windows to determine student placement/progress. Continue to serve in reading intervention classes based on current level of performance. Additional intensive intervention will be provided via small-group push-in or pull-out support based on students' needs.</p>

***\*The reading teacher must be Reading Endorsed, certified in reading, or working towards endorsement or certification.***

## APPENDIX C

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

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

#### **Section 1: Contact Information**

- 1. District name:** Duval
- 2. Contact name for schools covered on this plan:** Mason Davis
- 3. Contact phone number:** (904) 390-2136
- 4. Contact email:** [davisw2@duvalschools.org](mailto:davisw2@duvalschools.org)
- 5. Schools covered by this plan:** All

#### **Section 2: Length of School Day**

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

- 1. School start time:** 8:00 am
- 2. School dismissal time:** 3:00 pm
- 3. Total number of instructional minutes per day:** 390
- 4. Minutes per day of reading instruction (must be at least 150):** 150

#### **Section 3. Instructional Design**

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

All students participate in the additional hour of reading instruction because it is embedded during the school day. For students who earned a level 4 or 5 on the statewide standardized English Language Arts assessment, enrichment activities are provided through novel studies, project-based learning, and blended learning platforms Achieve and i-Ready. Small group instruction for these students is determined through data collection and analysis in order to meet their individual need.

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

In schools classified in the Lowest 300, Academic Services and Human Resources collaborate to ensure the teachers planning and delivering reading instruction have demonstrated effectiveness in teaching reading. VAM and district growth scores are used to determine effective and highly effective teachers in this area. Our internal data system compares each teacher's VAM/growth, progress monitoring assessments, grade distribution, and attendance data with other teachers in their subject area at the district, region, school, and grade level. The system also compares how the teacher's students at each level (1,2,3,4,5) performed based on the same criteria mention above.

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

The additional hour is embedded during the school day for all students in the Lowest 300 in grades K-5. The district uses small group instruction combined with push-in and pull-out methods of remedial activities for students. Each student's data (state, district, and progress monitoring) is analyzed to determine the most effective method of delivering the remediation to meet each student's need. At minimum each student receives 75-90 minutes of remedial activities each day using either i-Ready, Achieve3000, Saxon Phonics & Spelling, Barton Reading & Spelling, or SRA Corrective. Each student's data is analyzed to determine which research-based reading program will best allow the teacher to plan and deliver lessons and activities to meet each student's need. As a student masters an individual skill, objective, or standard, the student is reassigned groups to address the next area of need.

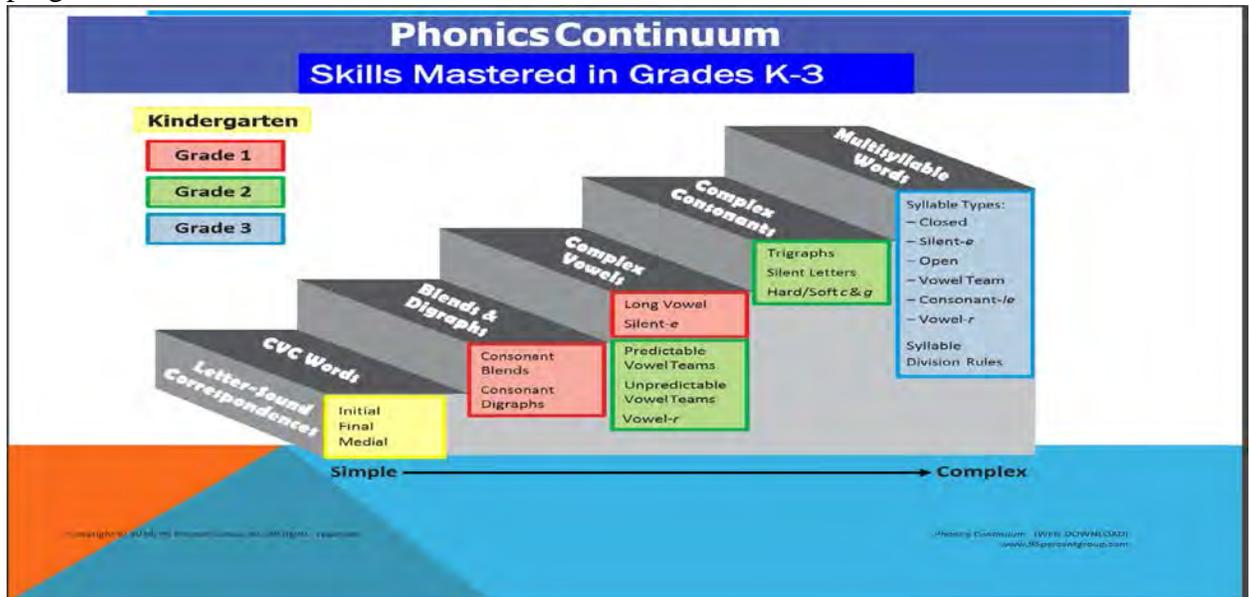
- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

Students are assessed using multiple vehicles based on their performance. Achieve3000 provides a baseline Lexile Level. Depending on score by grade level, the student would then move to i-Ready and take that diagnostic assessment. Based on performance, a student could move to Barton Reading and Spelling or SRA Corrective. The intervention/enrichment activity is determined by each student's score on a particular diagnostic. Once the area of remediation is diagnosed, a prescriptive plan that includes progress monitoring is developed to assist each student in meeting his or her full potential and mastering grade level work.

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

The following diagram depicts our process in grades K-3, with 4 and 5 following in progression:



If not mastered, students in grades 4 and 5 continue working on the skills listed above. Once mastered, knowledge building activities replace foundational skill remediation.

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.

All literacy lessons are interdisciplinary. Science and social studies are embedded throughout with text selections, writing prompts, and project based learning. Mathematics is included in text selections and project based learning. These are in lesson plans embedded in the curriculum guides. Achieve3000 articles and activities, University of South Florida's Florida History resources, and our core curriculum selections are examples of how the district integrates content areas into instruction.