Indian River 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: Maura Lewis
Contact Email: maura.lewis@indianriverschools.org
Contact Telephone: 772-564-3108

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.**

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	53	*	55	*	56	*	58
District Overall FSA-ELA	51	51	52	53	53	57	59

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	50	52	50	55	51	58	61

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	34	30	33	26	31	23	19
White/Hispanic	20	17	19	14	18	11	8
Economically Disadvantaged/Non-Economically Disadvantaged	32	29	30	26	28	23	21
Students with Disabilities/Students without Disabilities	41	38	39	35	39	32	29
English Language Learners/ Non-English Language Learners	33	30	34	27	29	24	21

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. **Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.**

   For the budget from 2018-2019 school year, our allocation was $846,482.00, of that $560,000 will be allocated to fund Elementary Literacy Coaches. By placing coaches in the elementary schools, the intent is to focus on early intervention and insuring that students are peparted for middle and high school.

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?**

      Executive Director of Elementary Education, Executive Director of Secondary Education and Principal Supervisors, Performance Data Analyst along with the Curriculum and PD Specialists.

   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.**

      SDIRC will be utilizing iReady in grades K-8 for progress monitoring for all students. In grades 9-12, Achieve 3000 will be utilized to progress monitor all students who scored a level 1 or 2 on FSA. Stanadards based Unit Assessments will be used to monitor mastery of the LAFS in grades 3-12.

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

      Progress monitoring data will be collected and reviewed quarterly by the District.

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

   Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Exceptional Student Education, Executive Director of Student Services, Coordinator of Title Programs & ESOL, Principal Supervisors, and the Director of Assessment and Accountability.

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?**

      Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Exceptional Student Education, Coordinator of Title Programs & ESOL, Curriculum Specialists and Principal Supervisors.

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

      Standards based unit assessments, i-Ready, Achieve 3000

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

      The evidence will be collected 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 Executive Director of Elementary Education, Executive Director of Secondary Education, District Literacy Specialists and District Literacy Coaches.

   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?**

      Elementary text will be supplemented by using district adopted science and social studies content. At elementary and secondary levels other sources such as, NewsELA, Achieve the Core and CommonLit.org will also be utilized to provide more complex informational text. As part of the comprehensive core we will utilize the leveled readers for all subjects to integrate with the ELA. Site-based media specialists will continue to update the text resources available through school media centers.

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?**

      Executive Director of Elementary Education, Executive Director of Secondary Education, Executive Director of Student Services, Director of Exceptional Student Education, Coordinator of Title Programs & ESOL, District Literacy Specialists and District Literacy Coaches.

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)?

Unit Assessments, iReady and lesson plan review, student work analysis and learning walk data will be collected and reviewed.

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

The evidence will be collected 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?**

   Executive Director for Elementary Education and Executive Director for Secondary Education.

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

   $16,439

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?

Executive Director for Elementary Education and Executive Director for Secondary Education.

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 you may submit the link.**

SCHOOL DISTRICT OF INDIAN RIVER COUNTY

LITERACY COACH

JOB DESCRIPTION

QUALIFICATIONS:

(1) Bachelor's degree from an accredited educational institution.
(2) Three (3) years successful teaching experience.
(3) Experience in presenting educational training programs with a demonstrated knowledge and practice of Language Arts or Reading.
(4) Valid Florida teacher certification in appropriate area.
(5) Reading certification/endorsement preferred.
(6) Must meet the No Child Left Behind Act regulations and requirements.
(7) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

A Literacy Coach must demonstrate the ability to work with teachers to improve instruction in all areas of the language arts – reading, writing, and oral language development. Knowledge and ability to assist teachers in the design and teaching of lessons in other content disciplines where students continue to develop and use their literacy skills. Provide essential leadership for a school's entire literacy program by helping create and supervise long-term staff development processes that support both the development and implementation of literacy programs over months and years. Ability to work effectively with peers, administrators and others. Ability to provide effective professional development for teachers by giving them the additional support needed to implement various instructional programs and

practices. Ability to collaborate with others to develop a common approach to teaching literacy. Expertise to facilitate team meetings, PLC (Professional Learning Communities) and other professional development opportunities for teachers. Knowledge of best practices and ability to analyze and model lessons. Ability to use cognitive and instructional coaching techniques to develop teacher capacity. Knowledge of child growth and development and especially of characteristics of students/children in the age group assigned. Knowledge of prescribed curriculum. Basic understanding and knowledge of current technology. Knowledge of learning styles. Ability to use varied teaching methods. Knowledge of current trends, research and best practices related to education. Knowledge of School Board policies and practices as they relate to teaching. Ability to handle problems, concerns and emotional distress with sensitivity and tact. Ability to communicate orally and in writing with students, parents, and others. Ability to plan, establish priorities and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results, and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work with parents. Knowledge of Florida Educator Accomplished Practices and Teacher Competencies.

REPORTS TO:

Curriculum and Instruction Department or designee

©EMCS **Board Approved: 11/19/13**

JOB GOAL

To assist and support classroom teachers in providing a balanced and effective literacy program for all students.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

Planning/Preparation

*(1) Create or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities.

*(2) Identify specific intended learning outcomes that are challenging, meaningful, and measurable.

*(3) Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.

*(4) Develop or select instructional activities which foster active involvement in the learning process.

*(5) Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.

*(6) Assist in assessing changing curricular needs and plans for improvement.

Administrative/Management

*(7) Maintain a positive, organized and safe learning environment.

*(8) Use time effectively.

*(9) Manage materials and equipment effectively.

*(10) Use effective student behavior management techniques.

*(11) Enforce school rules, administrative regulations and Board policies.

*(12) Establish and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports.

*(13) Use technology resources effectively.

*(14) Assist the school in the compilation of data to evaluate English Language Arts (ELA) programs and assist in identifying appropriate literacy strategies across the curriculum.

*(15) Maintain reading documentation required by the state.

Assessment/Evaluation

*(16) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of students.

*(17) Analyze and identify literacy challenges.

*(18) Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.

*(19) Up to date knowledge of appropriate testing environment and testing security.

*(20) Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.

*(21) Evaluate the effectiveness of instructional units and teaching strategies.

Intervention/Direct Services

*(22) Work with and support the classroom teacher in providing a balanced literacy program.

*(23) Assist in implementing and monitoring of the ELA curriculum.

*(24) Assist in reading curriculum revision and development.

*(25) Assist with the selection of appropriate ELA resources related to identified needs at the school site.

*(26) Demonstrate knowledge and understanding of subject matter.

*(27) Support and participate in literacy events that provide information/train parents to assist their students.

*(28) Communicate high learning expectations for all students.

*(29) Apply principles of learning and effective teaching in instructional delivery.

*(30) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities.

*(31) Provide appropriate instructional modification for students with special needs, including exceptional education students and students who have limited English proficiency.

*(32) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.

*(33) Provide instruction on safety procedures and proper handling of materials and equipment.

*(34) Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.

Collaboration

*(35) Facilitate collaboration among teachers and grade levels at school.

*(36) Work closely with District Literacy Coach to assist in the development and delivery of training.

*(37) Enlist the support of the SAC, PTA or PTO, Business Partners, Mentors and Volunteers for the reading initiative.

*(38) Communicate effectively, both orally and in writing, with other professionals, students, parents and community.

*(39) Provide accurate and timely information to parents and students about academic and behavioral performance of students.

*(40) Collaborate with other professionals and parents after recognizing student distress or abuse.

*(41) Participate with the MTSSS (Multi-Tiered Student Support System).

*(42) Collaborate with peers and other professionals to enhance student learning.

Staff Development

*(43) Engage in a continuing improvement of professional skills and knowledge.

*(44) Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.

*(45) Update the principal and teachers on the latest trends in the area of ELA instruction.

*(46) Coach teachers in the latest techniques for the prevention and remediation of literacy challenges.

*(47) Model effective teaching strategies and techniques.

*(48) Assist teachers with instructional strategies to improve FCAT reading comprehension and Florida Writes assessment.

*(49) Conduct staff development activities to assist teachers in helping students improve literacy
skills.

Professional Responsibilities

*(50) Act in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

*(51) Demonstrate attention to punctuality and regular attendance.

*(52) Prepare all required reports in an accurate and timely manner and maintain all appropriate records.

*(53) Maintain confidentiality of student and other professional information.

*(54) Comply with policies, procedures and programs.

*(55) Exercise appropriate professional judgment.

*(56) Support school improvement initiatives.

*(57) Ensure that student growth and performance are continuous and appropriate for age group, subject area and/or student program classification.
Perform other tasks consistent with the goals and objectives of this position.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

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

Job Description Supplement 03

TERMS OF EMPLOYMENT:

Instructional Pay Grade 196 days worked per year (10 months)

EVALUATION:

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

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

Dodgertown Elementary, Pelican Island Elementary, Indian River Academy, Glendale Elementary, Liberty Magnet, Osceola Magnet, and Fellsmere Elementary

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. Dodgertown, Pelican Island, Glendale, and Fellsmere Elementary are Title One schools with a higher need for additional services. Liberty Magnet and Osceola Magnet are two schools with limited resources. All of our elementary schoolsin the district, except these two magnet schools, will be adding additional reading support staff in the form of 3rd Grade Interventionist and/or K-2 Literacy Coaches paid for by local non-profits and/or title one.

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

   a. Elementary:7
   b. Middle:None
   c. High:None

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

   Electronic survey of teachers will be conducted to determine the effectiveness and next steps of professional development provided by Literacy Coaches. Additionally, the coaches will be monitored with assessment data, walk-through data from district/school administrators, and student work samples. The evaluation framework for instructional personnel.

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

   $560,000

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?**

   Reading intervention teachers are placed in highest need schools, but are funded from other sources – not the reading instruction allocation.

2. **Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

   Yes

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

   a. Elementary:None
   b. Middle:None
   c. High:None

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

   None

5. **Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Intruction 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.:**

   Additional supplemental matierals are funded through other sources.

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

   Additional supplemental materials are funded through other sources.

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 Intruction Allocation, please list the funding source.**

   General funds, ESE funding, Title I Funding , Title II and outside grant sources

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Kelly Baysura

2. **Email Address:**Kelly.Baysura@indianriverschools.org

3. **Phone Number:**772-564-3067

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

   Dodgertown Elementary and Vero Beach Elementary

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

   a. **Start Date:**June 4, 2018
   b. **Which days of the week is SRC offered:**Monday - Friday
   c. **Number of instructional hours per day in reading:**4 hours
   d. **End Date:**June 29, 2018
   e. **Total number of instructional hours of reading:**80 hours

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.?**

   The application for the SDIRC Summer Reading Program includes previous experience teaching 3rd grade, Reading Endorsement/Certification, and Advanced degrees in reading instruction. Preference is given to highly effective teachers who have proven success with struggling readers.

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

   8 to 1

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

   No other grades will be served through SRC. SDIRC offers additional opportunities for academic summer programs through community, state and federal grants.

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

   Student achievement growth will be monitored through iReady Diagnostic assessment administered at the conclusion of SRC. Data from portfolios and Standards Mastery will also be used to monitor student progress.

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	$110,043.00
District expenditures on reading coaches	$560,000.00
District expenditures on intervention teachers	$00.00
District expenditures on supplemental materials or interventions	00.00
District expenditures on professional development	$16,439.00
District expenditures on summer reading camps	$160,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	$00.00
Sum of Expenditures	$846,482.00
Amount of district research-based reading intruction allocation for 2018-2019	$846,482.00

APPENDIX A

Curriculum and Instruction Team Meeting
Friday, September 13, 2018
8:15 A.M.

SDIRC Reading Plan 2018-19
Agenda

Follow up with District-Level Leadership:

- Pam Dampier, Assistant Superintendent of Curriculum and Instruction
- Dr. Kathy Pierandozzi, Executive Director of Secondary Schools
- Kelly Baysura, Executive Director of Elementary Schools
- Heather Clark, Director of ESE
- Dr. Lilian Torres-Martinez, Executive Director of Student Services
- Karen Malits, Director of Title Programs & ESOL

Review finalized Reading Plan
Data Summary
Research-Based Reading Instruction
Professional Development
Literacy Coaches
Identification of Students with Reading Deficiencies and Intervention Supports
Lowest 300 review
Budget

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;

DT#1 School District of Indian River County – Florida Assessments for Instruction in Reading K-2

Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Administer iReady Diagnostic (all students)	Assessment Period 1 August/ September 2018 Assessment Period 2 January 2019 Assessment Period 3 May 2019	STAR -Scaled score of 497-529 Student is in profiles 4 or 5 of the Instructional Grouping Profile on iReady Diagnostic	-Continue with instruction for enrichment that effectively employs evidence based strategies that include high level comprehension tasks, vocabulary development, and fluency at the word and/or connected text level.	-Core Reading Program (McGraw Hill – Wonders) -Small group differentiated instruction that focuses on targeted skill instruction using leveled text
		STAR -Scaled score of 438-496 Student is in profile 3 of the Instructional Grouping Profile on iReady Diagnostic	-Analyze the errors to determine the breakdown (explicit vs. implicit questions). -Provide comprehension instruction, which focuses on strategic listening/reading, to include explicit instruction using before, during, and after comprehension strategies.	-Core Reading Program (McGraw Hill – Wonders) -Small group differentiated instruction that focuses on targeted skill instruction using leveled text
		STAR - Scaled score of 437 and below Student is in profile 2 of the Instructional Grouping Profile on iReady Diagnostic	-Administer Growth Monitoring - Parents will be notified when STAR or iReady scores indicate that a student has a reading deficiency and needs specific reading intervention.	- Core Reading Program (McGraw Hill – Wonders) - Initial instruction and Supplemental Intervention Reading Program(s) -Daily small group differentiated instruction/intervention targeted to meet student's instructional needs (Students will need intervention in addition to, or an extension of, the 90-minute reading block.)
		STAR - Scaled score of 437 and below Student is in profile 1 of the Instructional Grouping Profile on iReady Diagnostic	-Administer Growth Monitoring -Parents will be notified when STAR or iReady scores indicate that a student has substantial reading deficiency and needs specific reading intervention. -Consult with Multi-Tiered System of Support (MTSS) to analyze all available data (e.g. VPK assessment data, Curriculum Based Measurements, student work samples, etc.) to make appropriate recommendations for further diagnostic assessments.	- Core Reading Program (McGraw Hill – Wonders) -Initial instruction and Supplemental Intervention Reading Program(s) -Daily small group differentiated instruction/intervention targeted to meet student's instructional needs (Students will need intervention in addition to, or an extension of, the 90-minute reading block.) -Additional work will be done using multi-sensory programs for our most at risk students using Fundations as a tier 2 or 3 component.
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.				

DT#1 School District of Indian River County – Florida Assessments for Instruction in Reading 3-5

Assessments	Date(s)	If	Then	Programs/Materials/Strategies
iReady Diagnostic (all students)	Assessment Period 1 August/ September 2018 Assessment Period 2 January 2019 Assessment Period 3 May 2019	FSA Level 3-5 Student is in profiles 4 or 5 of the Instructional Grouping Profile on iReady Diagnostic	-Continue with instruction for enrichment that effectively employs evidence based strategies that include high level comprehension tasks, vocabulary development, and fluency at the word and/or connected text level.	- Core Reading Program (McGraw Hill – Wonders) -Small group differentiated instruction that focuses on targeted skill instruction using leveled text
		FSA Level 3-5 Student is in profile 3 of the Instructional Grouping Profile on iReady Diagnostic	-Analyze the errors to determine the breakdown (explicit vs. implicit questions). -Provide comprehension instruction, which focuses on strategic listening/reading, to include explicit instruction using before, during, and after comprehension strategies.	-Core Reading Program (McGraw Hill – Wonders) *Journeys,* and Success for All) -Small group differentiated instruction that focuses on targeted skill instruction using leveled text
		FSA Level 1-2 Student is in profile 2 of the Instructional Grouping Profile on iReady Diagnostic	-Administer Growth Monitoring -Parents will be notified when FSA or iReady scores indicate that a student has a reading deficiency and needs specific reading intervention.	- Core Reading Program (McGraw Hill – Wonders) - Initial instruction and Supplemental Intervention Reading Program(s) -Daily small group differentiated instruction/intervention targeted to meet student's instructional needs (Students will need intervention in addition to, or an extension of, the 90-minute reading block.)
		FSA Level 1-2 Student is in profile 1 of the Instructional Grouping Profile on iReady Diagnostic	-Administer Growth Monitoring -Parents will be notified when FSA or iReady scores indicate that a student has a substantial reading deficiency and needs specific reading intervention. -Consult with Multi-Tiered System of Support (MTSS) to analyze all available data (e.g. VPK assessment data, Curriculum Based Measurements, student work samples, etc.) to make appropriate recommendations for further diagnostic assessments.	- Core Reading Program (McGraw Hill – Wonders) -Initial instruction and Supplemental Intervention Reading Program(s) -Daily small group differentiated instruction/intervention targeted to meet student's instructional needs (Students will need intervention in addition to, or an extension of, the 90-minute reading block.)

Unit Assessments	August-May	Student scores above 70%	-Continue with instruction for enrichment that effectively employs evidence based strategies that include high level comprehension tasks, vocabulary development, and fluency at the word and/or connected text level.	- Core Reading Program (McGraw Hill – Wonders) -Small group differentiated instruction that focuses on targeted skill instruction using leveled text
		Student scores between 50%-70%	-Reteach and reassess specific standards covered on the unit assessment	- Core Reading Program (McGraw Hill – Wonders) -Small group differentiated instruction that focuses on targeted skill instruction using leveled text
		Student scores below 50%	-Reteach and reassess specific standards covered on the unit assessment	- Core Reading Program (McGraw Hill – Wonders) - Initial instruction and Supplemental Intervention Reading Program(s) -Daily small group differentiated instruction/intervention targeted to meet student's instructional needs (Students will need intervention in addition to, or an extension of, the 90-minute reading block.)
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.				

School District of Indian River County Secondary ELA/Reading Placement Chart 2018/2019 Chart DT#2

School District of Indian River County

Middle School Reading Decision Tree

for placement of 6-8th grade students in Reading Classes

FSA Level 1 (Tiers 2 & 3)	FSA Level 1 (Tier 2)	FSA Level 2 (Tier 1 Supplemental)	FSA Level 3, 4, & 5 (Tier 1)	FSA Level 3,4,& 5 (Tier 1)
Intensive Reading #1000010	**Intensive Reading** #1000010	**Intensive Reading** #1000010	**Reading 1 - #1008010** **Reading 2 - #1008040** **Reading 3 - #1008070**	**Adv. Reading 1 - #1008020** **Adv. Reading 2 - #1008050** **Adv. Reading 3 - #1008080**
90 Minute Block	47 minute peroid	47 minute period	47 minute Period	47 minute period
22 or fewer students/class by Reading Endorsed/Certified Teacher	22 or fewer students/class by Reading Endorsed/Certified Teacher	22 or fewer students/class by Reading Endorsed/Certified Teacher	22 or fewer students/class by Reading Endorsed/Certified Teacher	22 or fewer students/class by Reading Endorsed/Certified Teacher
Determined by iReady Diagnostic Assessment **0-10th percentile**	**Determined by iReady Diagnostic Assessment** **11th percentile and above**	SIMS Strategies	Determined by FSA	School Based Decision
Curriculum: Just Words (45 min)	SIMS Strategies	Text Options: HMH Collections in collaboration w/ ELA teacher	TExt Resources: HMH Collections in collaboration with ELA teacher	Text Ressoruces: HMH Collections in collaboration w/ELA teacher
Differentiated Instruciton: iReady Toolbox - Direct Instruction (Tier 3) i Ready Learning Path	Text Options: HMH Collections in collaboration w/ ELA teacher	National Geographic Inside		
	National Geographic Inside	Differentiated Instruction: iReady Profile Lessons		
	Differentiated Instruciton: iReady Profile Lessons			

- Students scoring a Level 1 or 2 on the ELA portion of FSA will be placed in an Intensive Reading Course. The recommended guidelines are listed using data from FSA and iReady.
- Instruction will be modified for students who have not responded to specific reading intervention with initial intensity using differentiated instruction. Small flexible groups will focus on the specific needs of students as determined by data from iReady, Unit Assessments and classroom formative assessments.

Revised March 8, 2018 LY

School District of Indian River County

Middle School Language Arts

for placement of 6-8th grade students in Language Arts

FSA Level 1,2,3,4 & 5

M/J Language Arts

M/J Lang. Arts 1 #1001010
M/J Lang. Arts 2 #1001040
M/J Lang. Arts 3 #1001070

22 or fewer students/class

47 minute period
Curriculum:
HMH Collectionsin
collaboration with Reading Teacher

FSA Level 3,4 & 5

M/J Advanced Language Arts

M/J Lang. Arts 1 Adv. #1001020
M/J Lang. Arts 2 Adv #1001050
M/J Lang. Arts 3 Adv. #1001080

22 or fewer students/class

47 minute period
Curriculum:
HMH Collections
in collaboration with Reading Teacher

School District of Indian River County Secondary ELA/Reading Placement Chart 2018/2019 Chart DT#2

School District of Indian River County

High School Reading Decision Tree

for placement of 9-12th grade students in Reading Classes

FSA Level 1

(Tier 3)

Intensive Reading #1001410

25 or fewer students /class

by Reading Endorsed/Certified Teacher

Curriculum:

Fusion Reading

Teengagement

Computer Component

FSA Level 2

(Tier 2)

Reading 1 #1001300

Reading 2 #1008310

25 or fewer students/class

by Reading Endorsed/Certified Teacher

Curriculum:

Teengagement

Computer Component

ACT Prep Materials (Reading 2)

FSA Level 2*

w/scale score within 5 points of Level 3

(Tier 1 Supplemental)

English

(See English Placement Chart)

25 or fewer students/class

by Reading Endorsed/Certified Teacher

Curriculum:

Collections

Teengagement

Computer Component

- Students scoring a Level 1 or 2 on the ELA portion of FSA will be placed in an Intensive Reading Course.
- *Students with a FSA Level 2 - Scale score within 5 points of a Level 3 can be placed in an English class with a Reading Endorsed/Certified teacher. These Level 2 students will be progress monitored through their English class.
- Instruction will be modified for students who have not responded to specific reading intervention with initial intensity using differentiated instruction. Small flexible groups will focus on the specific needs of students as determined by data from FSA, Unit Assessments, Computer Component, and classroom formative assessments.
- Computer Component Requirements TBD.

Revised March 8, 2018 LY

School District of Indian River County Secondary ELA/Reading Placement Chart 2018/2019 Chart DT#2

School District of Indian River County

High School English

for placement of 9-12th grade students in Language Arts

FSA Level 1,2*,3,4,5	FSA Level 3,4,5	FSA Level 3,4,5	FSA Level 3,4,5	FSA Level 3,4,5
English		**Honors English**	**AP English**	**IB English**
English 1 #1001310	**Pre IB English 1 # 1001800**	**English 1 Hon #1001320**	**English 3 AP #1001425**	**English 3 IB #1001820**
English 2 #1001345	**Pre IB English 2 #1001810**	**English 2 Hon #1001350**	**English 4 AP #1001430**	**English 4 IB #1001830**
English 3 #1001370		**English 3 Hon #1001380**		
English 4 #1001400		**English 4 Hon #1001410**		
25 or fewer students/class	50 minute period	25 or fewer students/class	50 minute period	50 minute period
50 minute period	Curriculum:	50 minute period	Curriculum:	Curriculum:
Curriculum:	Pre IB Curriculum	Curriculum:	AP Text	IB Text
Collections		Collections		

*Students with a FSA Level 2 - Scale score within 5 points of a Level 3 can be placed in an English class with a Reading Endorsed/Certified teacher.

These Level 2 students will be progress monitored with the computer component through this English class.

Revised March 8, 2018 LY

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:** School District of Indian River County
2. **Contact name for schools covered on this plan:** Kelly Baysura
3. **Contact phone number:** 772-564-3067
4. **Contact email:** Kelly.baysura@indianriverschools.org
5. **Schools covered by this plan:** Dodgertown Elementary, Fellsmere Elementary, Vero Beach 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:** 8:30
2. **School dismissal time:** 3:20
3. **Total number of instructional minutes per day:** 360
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.**

   The extra hour serves all students. The students scoring a level 4 or 5 on the FSA will participate in enrichment activities. on data, level 4 and Level 5 students' specific areas of improvement will be identified and learning gains will be established. They will receive targeted instruction in ELA to ensure learning gains

APPENDIX C

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.**

   Our schools are staffed with a literacy coach, a 3rd grade interventionist, and an interventionist/k-2 coach for additional supports, additional intensive reading instruction, and ongoing data analysis to drive instruction.Teachers and Coaches are evaluated with Marzano's focused evaluation model. This model keeps the focus on standards based instruction and educator growth.

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.**

   In addition to our core curriculum, Wonders, we utilize the following research-based reading curriculum depending on student need/data: LLI, Sonday, Fundations, iReady. Pre- and in-service training introduces teachers to effective uses of scientifically-based reading research strategies in their classrooms, teachers continue to receive support to advance their reading instruction skills. Literacy coaches deliver and support this effort. The coach provides ongoing training at the school site; integrates that training into teachers' daily work; promotes the collective participation of teachers; aligns instructional goals, instructional practices and local standards; provides opportunities for active participation and learning; and thereby improves reading instruction and student achievement.

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.**

   SDIRC utilizes the following data to drive instruction: iReady diagnostic and growth monitoring, Running Records, Sonday Screener, Fundations tests, EasyCBM progress monitoring. The district conducts data analysis and then supports the schools in a school based data analysis specific to individual student needs based on the data.

APPENDIX C

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.**

   SDIRC utilizes our state adopted core curriculum to deliver the progression of reading skills in a coherent and vertical method ensuring that all skills are taught in a manner that allows for repeated exposure to the skills, concepts, and standards explicitly taught. Additional instruction is driven by student need/ group/tiered instruction and utilizes the following programs to meet the individual learners needs: LLI, Sonday, Fundations, iReady Toolbox.

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.**

   SDIRC has implemented the two-week writing cycle and utilizes the State 10-point writing rubric as an ongoing analysis of student needs. Additionally, we have focused on using text sets from our state adopted social studies and science curriculum to promote writing and teach close reading skills. We have added a monthly writing component to our district leadership, administrative, and coach meetings to ensure calibration of scoring and matching of skills/instructions to needs of learners based on an ongoing two week writing cycle.