

Lee 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Lori Houchin & Dr. Quisenberry

Contact Email: bethanylq@leeschools.net & lorimh@leeschools.net

Contact Telephone: 239-337-8607

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students’ and teachers’ levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

| Performance Goals | 2015-2016 Actual | 2016-2017 Goal | 2016-2017 Actual | 2017-2018 Goal | 2017-2018 Actual | 2018-2019 Goal | 2019-2020 Goal |
|--------------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|-------------------|
| State Overall FSA-ELA | 52 | * | 54 | * | 56 | * | 58 |
| District Overall FSA-ELA | 53 | 54 | 54 | 56 | 54 | 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 | 51 | 52 | 53 | 52 | 55 | 57 |

| 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 |
|---|------------------|----------------|------------------|----------------|------------------|----------------|----------------|
| | | | | | | 22 | 20 |
| White/African American | 30 | 27 | 30 | 24 | 29 | | |
| White/Hispanic | 20 | 19 | 21 | 17 | 20 | 15 | 14 |
| Economically Disadvantaged/Non-Economically Disadvantaged | 20 | 19 | 21 | 17 | 22 | 15 | 14 |
| Students with Disabilities/Students without Disabilities | 38 | 38 | 39 | 32 | 41 | 29 | 26 |
| English Language Learners/ Non-English Language Learners | 37 | 34 | 40 | 31 | 39 | 28 | 25 |

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

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

The funds provided by the Reading K-12 Plan are used to increase student achievement in Reading and FSA-ELA through the purchase of instructional materials that provide targeted reading instruction, progress monitoring tools, the funding of reading coaches and personnel with reading expertise, professional development, and an online library system to provide leveled informational and literary text. Funds are also used to support 3rd Grade Summer Reading Camp.

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?

All students, K-12 will take the STAR reading assessment and the data is automatically accessible to teachers, school administrators, and district administrators. Administrators at the district and school level will review the progress monitoring data to determine strengths and weaknesses and collaborate to develop and implement support plans for differentiation. The STAR reading results also feed into an internal data warehouse system that provides standards data. The Research and Assessment teams, Academic Services and School Development Administrators work with Principal Leads, which in turn meet with School Level Administration and teachers through data dialogues and PLCs to determine interventions and best practices for improving student achievement.

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.

All schools will use STAR Reading assessment a minimum of three times per year to progress monitor in grades 1-12. Grades K-2 will also use STAR Early Literacy to progress monitor. In addition, the districts have provided formative data checks two times per quarter to assist with progress monitoring of grade level standards. STAR Reading and formative data will be monitored by school level administration, as well as the Academic Leadership Team, the School Development Team, the Research and Assessment Team and members of the Superintendent's Cabinet. In addition, teachers may use the adaptive STAR reading assessment at any time for additional progress monitoring or use formative data checks that were developed by district and school personnel. Reading program data are also utilized to make decisions regarding interventions.

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

STAR Reading data will be collected and reviewed a minimum of three times per year. Students in grades K-12 will be given the STAR Reading assessment for progress monitoring at the beginning of the year, mid-year and at the end of the third quarter to measure growth and assist teachers with data-driven instruction. In between the STAR windows are common formative assessment windows so that students are being progress monitored every three weeks. Academic Services and school based PLCs review each data point and make instructional decisions based on the data to support reading achievement. PLCs meet every week to review progress monitoring data and plan for interventions or enrichment. The principals and Academic Services meet each quarter to review data and discuss plans for improvement and best practices.

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

District and school level administrators will review the progress monitoring data to determine which students are falling behind and create a plan of action/support. This is accomplished

through Quarterly Data Chats. Multiple district departments, such as ESE, MTSS, ESOL and other members of Academic Services, will have regularly scheduled meetings to discuss data and help schools determine appropriate targeted interventions. Academic Services meet twice each month and Teaching and Learning meet each week with the Chief of Academic Services to discuss data points, program and standards implementation, and determine needs for support. In addition, Academic Services conduct learning walks to compile school data regarding attendance, behavior, and classroom success on standards based instruction.

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?

District and school level administrators will review the progress monitoring data to determine which students are falling behind and create a plan of action/support. Multiple district departments, such as ESE, MTSS, ESOL and other members of Academic Services, will have regularly scheduled meetings to discuss data and help schools determine appropriate targeted interventions. In addition, school learning walks conducted by the Academic Services team help our district determine gaps and influence our curriculum supports and professional development. Our district provides curriculum maps or academic plans which follow a logical sequence of instruction and are a thoughtful approach to addressing the skills and mastery needed to successfully move students from kindergarten through graduation. Our district also provides instructional guides for our tested courses. Instructional guides serve as a framework from which a teacher can review approaches to instruction and guide students toward mastery of targeted standards. Teachers are expected to use their professional judgment and student data to determine how to best utilize the instructional guides. Teachers can adapt the instructional guides to best match their teaching style and to address their students' learning styles, as well as address student accommodations. PLCs can also use instructional guides to collaboratively plan using high yield strategies and best practices which are included in the guides. Although there is flexibility in how the instructional guides are used, teachers may need to review the guides to determine how a standard is addressed. Teachers can continue to utilize instructional strategies and lessons that have been proven to be successful with their student population.

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

School Development works with principals and Human Resources to monitor instruction with the use of classroom walk-thru tools, as well as reviews of lesson plans. In addition, Academic Services routinely conducts learning walks and reviews the data to determine how to best support schools with standards based instruction. Our common formatives also serve as a progress monitoring tool for standards based instruction on grade level.

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

- Classroom walk-thru data is collected by administrators at a minimum of two times per year. In addition, formal observations are collected by administrators bi-annually.

- PLCs provide a structure that focuses on data-driven instruction that is systematic and explicit. All teachers and administrators use time during the PLC process to analyze data, share best practices and develop instruction that targets the needs of the students. PLCs occur once per week at the school level.
 - Lesson plans are reviewed on an on-going basis at the school level to ensure that teachers are planning for standards based instruction as well as meeting the needs of all learners through differentiated instruction.
 - Academic Services Learning Walks are conducted twice per quarter for Tier 3 schools, once per quarter for Tier 2 schools and once per semester for Tier 1 schools.
 - Common formatives are used two to three times per quarter to monitor standards based instruction and inform interventions and enrichment.
6. **As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and

- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

This is a joint effort between the Curriculum Department and the Professional Development department.

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

No dollars are used from this grant. Title 2 and other funding sources are used.

- 3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

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

MIP Component Analysis - Reading Courses Offered By Component FY20

| Component Number | Component Name | Florida Statute | | |
|------------------|--|-----------------|--------------------|--|
| | | 1012.585(3)(f) | 1012.98 (4)(b)(11) | |
| 1013 | DIBELS Initial Training | | x | |
| 7013 | Elementary Read 180/System 44 - Administrator Overview | | x | |
| 1013 | Elementary Reading Contact Training | | x | Course includes dyslexia |
| 3700 | Fast ForWord & Reading Assistant (ELL) | | x | |
| 2700 | Introduction to Imagine Learning Language and Literacy | | x | |
| 2700 | Scaffolding Learning through Language | | x | |
| 2408 | Differentiated Instruction | | x | |
| 1008 | ELA Literacy Block | | x | |
| 1013 | Elementary Reading - Subject Matter | | x | |
| 1013 | Elementary Reading for Content | | x | |
| 1013 | Reading Endorsement Competency Five 2011 | X | | Completion of all 5 courses will give the participant a Reading Endorsement. |
| 1013 | Reading Endorsement Competency Four 2011 | X | | |
| 1013 | Reading Endorsement Competency One 2011 | X | | |
| 1013 | Reading Endorsement Competency Three 2011 | X | | |
| 1013 | Reading Endorsement Competency Two 2011 | X | | |
| 1013 | Close Reading - Grades 2-5 | | x | |
| 1013 | Close Reading: Grades 6-12 | | x | |
| 1013 | Decision Points for Reading | | x | |
| 1013 | Increasing Student's Reading Fluency | | x | |
| 1013 | Really Great Reading: Blast Foundations Implementation Review and Practice | | x | These courses include components that meet the statute requirement for multi-sensory |
| 1013 | Really Great Reading: Erasing the Misery of the Code and Phonics 101 | | x | |
| 1013 | Really Great Reading: HD Word Implementation Review and Practice | | x | |
| 1013 | Secondary Reading - Subject Matter | | x | |
| 1013 | Secondary Reading Coach Curriculum Training | | x | |
| 1013 | Secondary Reading PLC: Progress Monitoring | | x | |
| 2007 | Multi-Tiered Systems of Support | | x | |
| 2100 | Autism Module 1: Nature of Autism and Intervention | | x | These courses include components that meet the statute requirement for multi-sensory |
| 3100 | Autism Module 2: Assistive and Instructional Technology | | x | |
| 2100 | Autism Module 3: Positive Behavior Supports for Students with Autism | | x | |
| 2100 | Autism Module 4: Assessment and Diagnosis of Autism | | x | |
| 2100 | Developing Expert Learners (PUDDLE) | | x | |

| | | |
|------|--|---|
| 3100 | Digital Tools for the Universally Designed Classroom | x |
| 3100 | Digital Tools: Text-to-Speech Screen Readers | x |
| 2100 | A Responsive Classroom (PUDDLE) | x |
| 2100 | Instructing Students with Disabilities | x |
| 2100 | Introduction to Differentiating Instruction | x |
| 3100 | PDA - Technology for Student Success: Assistive Technology | x |
| 3100 | PDA 12: Technology for Student Success: An Introduction | x |
| 2100 | PDA 8: Introduction to Differentiating Instruction: Responding to All Learners | x |
| 3100 | PDA Tech Success: Reading Comprehension | x |
| 1100 | Reading Intervention Tool | x |

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.**

Reading Coaches:

<http://www.leeschools.net/cache/files/5/2/523fa237-22aa-4f84-ab0f-5e25b3a76640/B5C4E9A10245B4111512B9C54533D750.c-30.04-literacy-coach-.pdf>

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

Schools with Reading Coaches for FY20

Will update as notified by principal. High School is funded .5 and Middle School receives .5 funding. An additional .5 is given to schools with the highest number of intensive reading students.

| |
|---|
| Elementary .5 Funding |
| Colonial Elementary, Lehigh Elementary, Mirror Lakes Elementary, River Hall Elementary, Sunshine Elementary |
| K-8 Schools .5 Funding |
| The Alva School, The Sanibel School, Veteran's Park, North Fort Myers Academy for the Arts |
| Middle Schools .5 Funding |
| Cypress Lake Middle, P.L. Dunbar Middle, Challenger Middle, Trafalgar Middle, Gulf Middle, Lexington Middle, Harns Marsh Middle, Diplomat Middle, Three Oaks Middle, Mariner Middle |
| High Schools .5 Funding |
| Lehigh Acres Senior High, Bonita High, Estero High, Mariner High, North High, Cape High, Ida S. Baker High, South Fort Myers High, Fort Myers High |

| |
|---|
| Special Centers .5 Funding |
| Success, LAMP, Royal Palm |
| Middle Schools 1.0 Funding |
| Oak Hammock Middle, Varsity Lakes Middle, Bonita Springs Middle, Fort Myers Middle, Caloosa Middle, Lehigh Acres Middle |
| High Schools 1.0 Funding |
| Riverdale High Schools, Island Coast High School, East Lee County High School, Dunbar High School, Cypress Lake High School |
| Elementary District Reading Support |
| 1 Coordinator, 1 Reading Content Specialist, 2 Literacy Coaches |
| Grades 6-12 District Reading Support |
| 1 Coordinator, 1 Reading Content Specialist, 2 Literacy Coaches |

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.

We considered the lowest district 25% to determine reading needs, as well as schools that had low performance based on ELL and ESE ESSA data. We also used ELA trend data for the past three years as an indicator. Middle schools and high schools receive .5 funding for a coach position as reading achievement gaps are greater for the secondary population of students. In addition, we expanded our data query to include elementary school data and determined that 5 elementary schools were in need of this resource to improve reading achievement at their schools for FY20.

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

- a. Elementary:6.5
- b. Middle:15
- c. High:11.5

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

School wide FSA ELA data is used to determine effectiveness of coaches through the Teacher Evaluation System. The state also provides a VAM rating based on student achievement. The school administration evaluates the reading coaches for the managerial rating portion of the evaluation.

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

2,530,399.50

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?

No schools will be provided reading intervention teachers using this reading allocation. Schools are funding those positions with other grants and internal funding sources.

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.

The district does fund teachers outside of this funding source to schools with the greatest need based on student achievement data.

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.:

Language Live!, Really Great Reading, ReadyGen, Read 180, System 44, Cengage Edge and Inside, Expert 21, IReady, Overdrive (online library system)

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

585,143.50

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.

General funding and other grant resources will be used to provide systematic, explicit instruction on oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension to address the needs of all learners and provide multisensory acquisition with the four modalities.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. SRC Supervisor Name: Dr. Bethany Quisenberry

2. Email Address: bethanylq@leeschools.net

3. Phone Number: 239-461-8412

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

Tortuga Preserve, Skyline Elementary, Rayma Page Elementary, & Royal Palm

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

a. Start Date: June 10, 2019

b. Which days of the week is SRC offered: Monday - Thursday

c. Number of instructional hours per day in reading: 4 hours

d. End Date: July 23, 2019

e. Total number of instructional hours of reading: 100 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.?

yes

7. What is the anticipated teacher/student ratio?

1:15

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

No. We do offer 5th quarter and summer school programs to support students in other grade levels K-5, as well as Pre-K.

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

STAR Reading – Baseline and Post. Teachers will also make instructional grouping decisions based on program and formative data.

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

| | |
|--|--------------|
| Estimated proportional share distributed to district charter schools | 530,170.00 |
| District expenditures on reading coaches | 2,530,399.50 |
| District expenditures on intervention teachers | 0.00 |
| District expenditures on supplemental materials or interventions | 585,143.50 |
| District expenditures on professional development | 0.00 |
| District expenditures on summer reading camps | 500,000.00 |
| District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools | 0.00 |
| Flexible Categorical Spending | 0.00 |
| Sum of Expenditures | 4,145,713.00 |
| Amount of district research-based reading instruction allocation for 2019-2020 | 4,145,713.00 |

APPENDIX A

**Reading Plan for K-12 FY20
March 28, 2019
Curriculum Resource Room**

| Topic | Timeframe/Presenter | Vision 2020 |
|---|---|---------------------------------------|
| <ul style="list-style-type: none"> K-1 Reading Plan FY20 | Shanna Flecha Dr. Quisenberry Leslie Jost | Goal 1 – Increase Student Achievement |
| <ul style="list-style-type: none"> 3-5 Reading Plan FY20 | Shanna Flecha Dr. Quisenberry Leslie Jost | Goal 1 – Increase Student Achievement |
| <ul style="list-style-type: none"> 6-8 Reading Plan FY20 | Lori Houchin Dr. Freeman | Goal 1 – Increase Student Achievement |
| <ul style="list-style-type: none"> 9-12 Reading Plan FY20 | Lori Houchin Dr. Freeman | Goal 1 – Increase Student Achievement |
| <ul style="list-style-type: none"> ESE Plan | Jessica Duncan | Goal 1 – Increase Student Achievement |
| <ul style="list-style-type: none"> ELL Plan | Evelyn Rivera | Goal 1 – Increase Student Achievement |
| <ul style="list-style-type: none"> Roundtable discussion regarding next steps and implementation | Tammy Scott – MTSS Jessica Duncan – ESE Evelyn Rivera – ELL Dr. Helen Martin – PD Susan Joiner – Scheduling Dr. Quisenberry & Lori Houchin - Curriculum | Goal 1 – Increase Student Achievement |
| <ul style="list-style-type: none"> Next Steps | Meet quarterly in DataForce meetings beginning in August to discuss alignment and progress of SPP, MIP and K12 Reading. | Goal 1 – Increase Student Achievement |

In Attendance:

School Development: Dr. Freeman, Shanna Flecha
 Curriculum: Dr. Quisenberry, Leslie Jost, Lori Houchin, Candace Allevato, Annmarie Ferry
 ELL: Evelyn Rivera
 ESE: Jessica Duncan
 Title 1: Jeanne Lafountain
 Chief Academic Officer: Dr. Creel
 Professional Development: Dr. Helen Martin and Julie Holcomb
 Scheduling: Susan Joiner

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.

1. DT1 – Elementary (K-5)
2. DT2 – Middle (6-8)
3. DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

K – 2 Assessment and Curriculum Decision Tree

| Progress Monitoring Assessments | Date(s) | If | Then | Programs/Materials/Strategies |
|---|--|--|---|--|
| <p>Kindergarten-2nd Grade</p> <p>Administer the STAR Early Literacy for all Kindergarten and Grade 1 students and the STAR Reading for all Grade 2 students.</p> <p>Mid-year, grade one students may also be tested on STAR Reading.</p> <p>Students who are not showing proficiency on STAR Early Literacy will continue to be monitored with this assessment to address deficits iii.</p> | <p>Assessment Period 1: August/September 2019</p> <p>Assessment Period 2: January 2020</p> | <p>Student’s Percentile Rank places them as meets or exceeds grade level benchmark</p> <p>Scaled score of 497-529 for Kindergarten</p> | <p>Continue with Tier I instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics and fluency at the word and/or connected text level.</p> <p>Provide comprehension instruction, focusing on strategic listening/reading that includes explicit instruction in using before, during, and after comprehension strategies.</p> | <p>-Pearson Reading Street</p> <p>-Small group differentiated instruction that focuses on before, during, and after reading strategies and the six components of reading</p> <p>- District-approved Supplemental Intervention Reading Program(s): Read 180, Ready Gen</p> <p>- District Approved Phonics Program(s): Really Great Reading</p> <p>-Compass Learning for differentiation support</p> |
| | <p>Assessment Period 3: March 2020</p> | <p>Student’s Percentile Rank places them as minimally below grade level benchmark</p> <p>Or</p> <p>Student’s Percentile Rank places them as substantially below grade level benchmark</p> <p>Scaled score of 438-496 or Scaled score of 437 and below for Kindergarten</p> | <p>Analyze data results, such as fluency checks to determine the level and content of daily differentiated intervention and to provide targeted, prescriptive instruction.</p> <p>Note: Students scoring in the minimally below level according to STAR data will be placed in Tier II and will receive an additional 30 minutes of reading instruction five days per week beyond the 90-minute reading block in groups of 5 – 7 students. Students scoring in the substantially below level according to STAR data will be placed in Tier III. These students will receive Tier II instruction and will also receive a district approved supplemental intervention program to target deficits and address needs. Tier III students will receive 30 minutes of Tier II reading instruction and an additional 30 minutes of Tier III reading instruction five days a week beyond the 90- minute reading block. Tier</p> | <p>- Pearson Reading Street</p> <p>- District-approved Supplemental Intervention Reading Program(s): Read 180, Ready Gen</p> <p>- District Approved Phonics Program(s): Really Great Reading, System 44</p> <p>- Daily small group or individualized differentiated intervention targeted to meet student’s instructional needs (immediate intensive intervention) Compass Learning for differentiation support</p> <p>-Oral Language Development through the use of Read Aloud</p> <p>-Multi-sensory strategies for visual, auditory, kinesthetic, and tactile strategies will be used to support learning needs. Oral language development, along with the Fab Five will be delivered in both small group and whole group instruction and be taught in a systematic and explicit manner using more than 1 sensory skill during learning.</p> |

| | | | | |
|---|--|--|---|--|
| | | | III students will receive instruction in small groups of 1-2 students. | |
| <p>Parents are notified of their child’s progress with STAR quarterly reports as well as interim and quarterly report cards that indicate on grade level progress. Should students not respond to specific reading intervention, for the upcoming year the district will: 1) provide support for investigating if areas of the instructional delivery component of the classroom are in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide; 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team to solidify the support of the teachers in reinforcing reading skills. 4) MTSS process initiated with parent involvement and communication.</p> | | | | |

3 – 5 Assessment and Curriculum Decision Tree

| Progress Monitoring Assessments | Date(s) | If | Then | Programs/Materials/Strategies |
|---|---|---|---|---|
| Grade 3- 5 Administer the STAR Reading for all Grade 3-5 students Administer the English/Language Arts Florida Standards Assessment for all students | Assessment Period 1: August/ September 2019 Assessment Period 2: January 2020 | Student’s Percentile Rank places them as meets or exceeds grade level benchmark or FSA ELA levels 3-5 | Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards. | -Pearson Reading Street -Small group differentiated instruction that focuses on before, during, and after reading strategies and the six components of reading - District-approved Supplemental Intervention Reading Program(s): Read 180, SRA Reading Mastery, Ready Gen - District Approved Phonics Program(s): Really Great Reading, System 44 -Compass Learning for differentiation support |
| | Assessment Period 3: March 2020 & April (English/ Language Arts Florida Standards Assessment) | Student’s STAR Reading Percentile Rank places them as minimally below grade level benchmark or FSA ELA Levels 1-2 OR | Analyze data results, such as fluency checks, to determine the level and content of daily differentiated intervention and to provide targeted, prescriptive instruction. Note: Students scoring in the minimally below level according to STAR data will be placed in Tier II and will receive an additional 30 minutes of reading instruction five days per week beyond the 90-minute reading block in groups of 5 – 7 students. Students scoring in the substantially below level | -Pearson Reading Street -Small group differentiated instruction that focuses on before, during, and after reading strategies and the six components of reading - District-approved Supplemental Intervention Reading Program(s): Read 180, SRA Reading Mastery, Ready Gen - District Approved Phonics Program(s): Really Great Reading, System 44 -Compass Learning for differentiation support |

| | | | | |
|--|--|--|---|--|
| | | Student's Percentile Rank places them as substantially below grade level benchmark or FSA ELA Levels 1-2 | according to STAR data will be placed in Tier III. These students will receive Tier II instruction and will also receive a district approved supplemental intervention program to target deficits and address needs. Tier III students will receive 30 minutes of Tier II reading instruction and an additional 30 minutes of Tier III reading instruction five days a week beyond the 90- minute reading block. Tier III students will receive instruction in small groups of 1-2 students. | |
|--|--|--|---|--|

Parents are notified of their child's progress with STAR quarterly reports as well as interim and quarterly report cards that indicate on grade level progress Should students not respond to specific reading intervention, for the upcoming year the district will: 1) provide support for investigating if areas of the instructional delivery component of the classroom are in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide; 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team to solidify the support of the teachers in reinforcing reading skills. 4) MTSS process initiated with parent involvement and communication.

STAR Reading Achievement Level Ranges STAR Reading and STAR Early Literacy

*A correlation study will be conducted to compare STAR data with FSA ELA data, so this chart may adjust when scores get reported.
We will update in the event that the data determines a need to adjust.

| | K, 1st, 2nd, 3rd, 4th, 5th |
|-----------------------------|--|
| | Percentile Rank Range |
| Level 5 (Advanced) | 91 - 99 |
| Level 4 (Exceeds) | 75 - 90 |
| Level 3 (Meets) | 55 - 74 |
| Level 2 (Min. Below) | 25 - 54 |
| 2b | 40 - 54 |
| 2a | 25 - 39 |
| Level 1 (Sub. Below) | 0 - 24 |
| 1c | 17 - 24 |
| 1b | 9 - 16 |
| 1a | 0 - 8 |

6-8 Assessment and Curriculum Decision Tree

| CHART G: Middle School/High School Assessment/Curriculum Decision Tree, Grades 6-8 | | | District Name: Lee County School District | | |
|---|--|--|--|--|-----------------------|
| Assessment | If | Then | Materials/Activities | Length/Duration of Intervention | Class Size Cap |
| FSA ELA Reading | Student scores Level 1 or Level 2 on FSA-ELA or does not have a state assessment score | Administer reading placement test or STAR Reading test. Use data to determine if student has decoding or text efficiency issues. If so, recommend placement in intensive reading with decoding support. If not, place in intensive reading or content area course with instructional supports. | Depending on results, placement in (6 th – 8 th) Reading using - Cengage <i>Inside</i> ; <i>Language Live</i> ; <i>Compass Learning</i> | 6 th – 8 th = 65 minutes every other day. May receive extended time in reading by scheduling every day. | 22 + 3 |
| | Student scores Level 1 on FSA-ELA or reading placement test shows phonics deficits | Administer placement test for reading program to determine if phonics is a need. If so, recommend placement in intensive reading with a phonics component. | Phonics needed - Placement in Reading using: 6 th – 8 th <i>Language Live</i> ; <i>Compass Learning</i> | 6 th – 8 th = 65 minutes every other day. May receive extended time in reading by scheduling every day. | 22 + 3 |
| | Student scores Level 2 on FSA-ELA or reading placement test shows fluency deficits | Administer placement test for reading program to determine if fluency is a need. If so, recommend placement in intensive reading with a fluency component. | Fluency needed - Placement in Reading using: <i>Compass Learning</i> and 6 th – 8 th Cengage <i>Inside</i> (Level B or C as placement test indicates); <i>Language Live</i> (Level 1 or Level 2 as placement test indicates) | 6 th – 8 th = 65 minutes every other day. May receive extended time in reading by scheduling every day. | 22 + 3 |
| | Student scores Level 2 on FSA-ELA or reading placement test shows vocabulary and/or comprehension deficits | Administer placement test for reading program to determine vocabulary and/or comprehension needs. Place in intensive reading or content area course with instructional supports. | Vocabulary/Comprehension needed - Placement in Reading using: <i>Compass Learning</i> and 6 th – 8 th Cengage <i>Inside Level C</i> Note: Students scoring in the minimally below level according to STAR data will be placed in Tier II and will be placed into a reading class where they will receive Tier II support and small group instruction. Students scoring in the substantially | 6 th – 8 th = 65 minutes every other day. May receive extended time in reading by scheduling every day. | 25 |

| | | | | | |
|--|-------------------------------------|---|--|--|----|
| | | | below level according to STAR data will be placed in Tier III. These students will receive Tier II instruction and will also receive a district approved supplemental intervention program to target deficits and address needs. Tier III students will receive 30 minutes of Tier II reading instruction and an additional 30 minutes of Tier III reading instruction in their intervention block. Tier III students will receive instruction in small groups. | | |
| | Student scores Level 3-5 on FSA-ELA | Place in a reading class, advanced reading class or research class to continue support with LAFS standards through critical reading/writing/thinking opportunities with multiple text types and genres. | 6 th – 8 th – <i>Scholastic Expert 21</i> for Developmental Reading | 6 th – 8 th = 65 minutes a day for 5 days per 2 weeks. | 25 |

Should students not respond to specific reading intervention for the upcoming school year, the district will: 1) provide support for investigating if area of the instructional delivery component of the classroom is in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district’s pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Elementary level or in ESE that target specific, diagnosed areas of need for individual students); 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school’s Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

| Progress Monitoring Assessments | If | Then | Programs/Materials/Strategies |
|---|--|---|--|
| STAR Reading (Testing windows are September, Re-test in December and March) All FSA-ELA Levels | Student scores high FSA Success Probability (Green Zone) High Level 2 (Percentile Rank 40-54) | Continue to serve student in reading. Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards. | 6 th – 8 th Cengage <i>Inside; Compass Learning; Expert 21</i> |
| STAR Reading (Testing windows are September, Re-test in December and March) All FSA-ELA Levels | Student scores a FSA Success Probability – (Yellow or Red Zone) Low level 1, Mid-level 1, High Level 1 or Low Level 2 - (Percentile Rank of 39 or less) | Continue to serve student in reading intervention; determine if student is properly placed by monitoring lexile growth. Use ongoing progress monitoring tools between assessment windows to ascertain progress. | 6 th – 8 th Cengage <i>Inside; Language Live; Compass Learning</i> |
| FSA ELA – Follow state test calendar | Student scores L1 or L2 | Implement the <i>Assessment and Curriculum Decision Tree</i> | As stated in the <i>Assessment and Curriculum Decision Tree</i> |

STAR Reading and SEL

| | K, 1st, 2nd, 3rd, 4th, 5th | 6th, 7th, 8th, 9th, 10th, 11, 12th |
|-----------------------------|--|---|
| | Percentile Rank Range | Percentile Rank Range |
| Level 5 (Advanced) | 91 - 99 | 85 - 99 |
| Level 4 (Exceeds) | 75 - 90 | 65* - 84 |
| Level 3 (Meets) | 55 - 74 | 45** - 64 |
| Level 2 (Min. Below) | 25 - 54 | 20 - 44 |
| | 2b | 40 - 54 |
| | 2a | 25 - 39 |
| Level 1 (Sub. Below) | 0 - 24 | 1-19 |
| | 1c | 17 - 24 |
| | 1b | 9 - 16 |
| | 1a | 0 - 8 |
| | | 33 - 44 |
| | | 20 - 32 |
| | | 14 - 19 |
| | | 8 - 13 |
| | | 1 - 7 |

*HS (Grade 10) Spring ACT Reading College Readiness Score

**HS (Grade 10) Spring ACT English College Readiness Score

A correlation study was conducted to show alignment between FSA Achievement Levels and STAR Reading Percentile Ranks. The chart to the left shows the correlation for 2017-2018. This may be adjusted when scores are received and this chart will then be updated.

9-12 Assessment and Curriculum Decision Tree

| CHART G: Middle School/High School Assessment/Curriculum Decision Tree, Grades 9-12 | | | District Name: Lee County School District | | |
|--|--|--|---|--|-----------------------|
| Assessment | If | Then | Materials/Activities | Length/Duration of Intervention | Class Size Cap |
| FSA ELA Reading | Student scores Level 1 or Level 2 on FSA-ELA or does not have a state assessment score | Administer reading placement test or STAR Reading test. Use data to determine if student has decoding or text efficiency issues. If so, recommend placement in intensive reading with decoding support. If not, place in intensive reading or content area course with instructional supports. | Depending on results, placement in (9 th – 12 th) Intensive Reading using - <i>Cengage Edge; System 44; Read180; Compass Learning</i> | 9 th -12 th = 84 minutes every other day. May receive extended time in reading by scheduling every day. | 22 + 3 |
| | Student scores Level 1 on FSA-ELA or reading placement test shows phonics deficits | Administer placement test for reading program to determine if phonics is a need. If so, recommend placement in intensive reading with a phonics component. | Phonics needed - Placement in Intensive Reading using: 9 th – 10 th <i>System 44</i> (<400 lexile) or <i>Read180</i> (level 1 & >400 lexile) & <i>Compass Learning</i> ; 11 th – 12 th <i>Cengage Edge Level A or B; Compass Learning</i> | 9 th -12 th = 84 minutes every other day. May receive extended time in reading by scheduling every day. | 22 + 3 |
| | Student scores Level 2 on FSA-ELA or reading placement test shows fluency deficits | Administer placement test for reading program to determine if fluency is a need. If so, recommend placement in intensive reading with a fluency component. | Fluency needed - Placement in Intensive Reading using: <i>Compass Learning</i> and 9 th – 10 th <i>Read180</i> (level 1 & >400 lexile); 11 th – 12 th <i>Cengage Edge Level A or B; SAT/ACT Reading Support</i> | 9 th -12 th = 84 minutes every other day. May receive extended time in reading by scheduling every day. | 22 + 3 |
| | Student scores Level 2 on FSA-ELA or reading placement test shows vocabulary and/or comprehension deficits | Administer placement test for reading program to determine vocabulary and/or comprehension needs. Place in intensive reading or content area course with instructional supports. | Vocabulary/Comprehension needed - Placement in Intensive Reading using: <i>Compass Learning</i> and 9 th – 12 th <i>Cengage Edge Level B or C; SAT/ACT Reading Support</i> Note: Students scoring in the minimally below level according to STAR data will be placed in Tier II and will be placed into a reading class where they will receive Tier II support and small group instruction. Students scoring in the substantially below level according to STAR data will be placed in Tier III. | 9 th -12 th = 84 minutes every other day. May receive extended time in reading by scheduling every day. | 25 |

| | | | | | |
|--|--|--|---|--|--|
| | | | These students will receive Tier II instruction and will also receive a district approved supplemental intervention program to target deficits and address needs. Tier III students will receive 40 minutes of Tier II reading instruction and an additional 40 minutes of Tier III reading instruction in their intervention block. Tier III students will receive instruction in small groups. | | |
|--|--|--|---|--|--|

Should students not respond to specific reading intervention for the upcoming school year, the district will: 1) provide support for investigating if area of the instructional delivery component of the classroom is in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district’s pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Elementary level or in ESE that target specific, diagnosed areas of need for individual students); 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school’s Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

| Progress Monitoring Assessments | If | Then | Programs/Materials/Strategies |
|--|--|---|--|
| STAR Reading (Testing windows are Baseline in August, Re-test in December and March) All FSA-ELA Levels | Student scores high FSA Success Probability (Green Zone) High Level 2 (Percentile Rank 48-59) | Continue to serve student in reading intervention. Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards. | 9 th – 12 th Cengage <i>Edge</i> ; <i>Compass Learning</i> |
| STAR Reading (Testing windows are Baseline in August, Re-test in December and March) All FSA-ELA Levels | Student scores a FSA Success Probability score of 84% or less – (Yellow or Red Success Zone) Low level 1, High Level 1 or Low Level 2 (Percentile Rank of 47 or less) | Continue to serve student in reading intervention; determine if student is properly placed by monitoring lexile growth. Use ongoing progress monitoring tools between assessment windows to ascertain progress. | 9 th – 12 th Cengage <i>Edge</i> ; <i>System 44</i> ; <i>Read180</i> ; <i>Compass Learning</i> |
| FSA ELA | Student scores L1 or L2 | Implement the <i>Assessment and Curriculum Decision Tree</i> | As stated in the <i>Assessment and Curriculum Decision Tree</i> |

STAR Reading and SEL

| | K, 1st, 2nd, 3rd, 4th, 5th | 6th, 7th, 8th, 9th, 10th, 11, 12th |
|-----------------------------|--|---|
| | Percentile Rank Range | Percentile Rank Range |
| Level 5 (Advanced) | 91 - 99 | 85 - 99 |
| Level 4 (Exceeds) | 75 - 90 | 65* - 84 |
| Level 3 (Meets) | 55 - 74 | 45** - 64 |
| Level 2 (Min. Below) | 25 - 54 | 20 - 44 |
| | 2b 40 - 54 | 33 - 44 |
| | 2a 25 - 39 | 20 - 32 |
| Level 1 (Sub. Below) | 0 - 24 | 1-19 |
| | 1c 17 - 24 | 14 - 19 |
| | 1b 9 - 16 | 8 - 13 |
| | 1a 0 - 8 | 1 - 7 |

*HS (Grade 10) Spring ACT Reading College Readiness Score

**HS (Grade 10) Spring ACT English College Readiness Score

A correlation study was conducted to show alignment between FSA Achievement Levels with STAR Percentile Ranks. The chart to the left shows the correlation for 2017-2018. This may be adjusted when scores are received and this chart will then be updated.