

Sarasota 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: Catherine Coccozza

Contact Email: Catherine.coccozza@sarasotacountyschools.net

Contact Telephone: 941.927.9000 ext. 34101

District-Level Leadership

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

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

| | 2015-2016 Actual | 2016-2017 Goal | 2016-2017 Actual | 2017-2018 Goal | 2017-2018 Actual | 2018-2019 Goal | 2019-2020 Goal |
|--------------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|-------------------|
| Performance Goals | | | | | | | |
| State Overall FSA-ELA | 52 | * | 54 | * | 56 | * | 58 |
| District Overall FSA-ELA | 66 | 68 | 67 | 69 | 67 | 71 | 72 |

| | 2015-2016 Actual | 2016-2017 Goal | 2016-2017 Actual | 2017-2018 Goal | 2017-2018 Actual | 2018-2019 Goal | 2019-2020 Goal |
|-------------------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|-------------------|
| Growth (Learning Gains) Goals | | | | | | | |
| State Gains FSA-ELA | 52 | * | 54 | * | 54 | * | 59 |
| District Gains FSA-ELA | 55 | 57 | 59 | 60 | 59 | 61 | 62 |

| 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 | 36 | 33 | 37 | 32 | 35 | 28 | 24 |
| White/Hispanic | 18 | 17 | 19 | 16 | 19 | 14 | 12 |
| Economically Disadvantaged/Non-Economically Disadvantaged | 24 | 23 | 26 | 22 | 25 | 19 | 16 |
| Students with Disabilities/Students without Disabilities | 47 | 45 | 47 | 42 | 46 | 37 | 31 |
| English Language Learners/ Non-English Language Learners | 34 | 32 | 38 | 33 | 35 | 28 | 23 |

* 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.

Sarasota County Schools will use the allocation to fund middle and high school reading teachers who will serve striving readers. Because of our superintendent's goals to have our students college and career ready and to close the achievement gap, there will be a focus on implementing literacy practices that will accelerate student learning. by Fisher, Frey, and Hattie describes strategies with high impact for student achievement. These strategies will be apparent in literacy classes as well as content area classes.

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?

The executive directors of curriculum and instruction at each level, elementary and secondary, will have access to the data and as they meet with individual school principals, they will include this in their discussions. At the district level, the executive directors of elementary and secondary schools in collaboration with the directors of curriculum and instruction and the ELA and ELL program specialists at each level will be responsible for the fidelity of interventions. Pupil Support personnel support the whole child as well as their academic needs. Teams of administrators and district leaders will be participating in professional learning to enhance their skill in recognizing appropriate interventions. Through instructional rounds, teams will visit classrooms throughout the district.

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.

For elementary and middle schools, Kindergarten-Grade 8, I-Ready data will be collected for all students. For high school, grades 9-12, Achieve 3000 data will be collected for students who performed below an achievement level 3 on the ELA portion of the FSA.

Pupil Support Services (PSS) plays an integral role in monitoring and reviewing all data for students identified as in need of Exceptional Student Education Services or who are receiving interventions as part of the Response to Intervention process or have an Individualized Education Plan.

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

Student progress monitoring data will be collected and reviewed by the schools and the District three times per year. Because of this information, instructional plans will be flexible and will be revised to meet the needs of students.

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

At the district level, the executive directors of elementary, and secondary (grades 6-12) schools in collaboration with the directors of curriculum and the ELA program specialists and Pupil Support specialists at each level will be responsible for the fidelity of interventions. Under the umbrella of WIDA, the District-offered ELL trainings include ways to approach ELL students from their language proficiency levels. Teams of administrators will be participating in professional learning this summer to enhance their skill in recognizing appropriate interventions. Through instructional rounds, teams will visit classrooms throughout the district.

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?

At the district level, the executive directors of elementary, and secondary (grades 6-12) schools in collaboration with the Directors of Curriculum and the ELA program specialists at each level will be responsible for the fidelity of Florida Standards alignment. Pupil Support Specialists work collaboratively with school-based teams to guide and coach for appropriate interventions and strategies for RtI/MTSS goals. District trainers emphasize understanding of the depth of the standards and their application in the classroom and intervention settings.

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

Alignment of classroom instruction to the grade level Florida Standards will be monitored by the school administrators through classroom walkthrough data, reading data, and lesson plans. Teachers and administrators are aware of the variety of ESE and ELL strategies that provide a gateway for students for access and participation in responding to instruction based on the Florida Standards. Our district has been engaged in instructional rounds and modified instructional rounds, and will continue this year with a focus on developing high quality, standards-based lesson plans and tasks because of teacher collaborative effort and collective efficacy.

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

The district will collect this evidence from the principals during one-to-one meetings and monthly combined meetings where the focus is on monitoring student achievement and closing the achievement gap.

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.

At the district level, the executive directors of elementary, and secondary (6-12) schools in collaboration with the directors of curriculum and program specialists at each level will ensure that texts are available in a variety of mediums. The district has resources, both print and digital, that are available to instructional staff, students, and parents. Under the guidance and direction of Pupil Support staff, appropriate informational text suggestions for students on Florida ACCESS points is provided to instructional staff. For ELL students, various digital and print materials are available that focus on building content knowledge, with science and social studies topics, as well as language levels. Specific programs consider the language proficiency levels of students.

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?

Access to the varied forms that are supported by the District is being provided through the single sign on. These resources include Gale Virtual and Defined STEM. Professional development at the school and district levels will address literacy development at all levels.

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?

Sarasota uses a multi-tiered system of support to provide universally designed learning to all students. At the district level, the executive directors of elementary, middle and high schools in collaboration with the directors of instructional technology and curriculum and their program specialists at each level as well as those from Pupil Support and FDLRS will ensure that classroom instruction is accessible to the full range of learners using UDL principles. In addition, district local assistive technology specialists work with school staffs to ensure accessibility for students with the greatest variability. Procedures are in place for the The Local Assistive Technology Specialists (LATS) specialists to be included when a LATS evaluation is requested from an IEP team. Teams of school-based educators will work throughout the year to implement multi-sensory practices to support literacy. The District level English Language Learner (ELL) supervisor and trainers work collaboratively with teams at elementary, middle, and high school to design and implement specific ELL strategies into lesson plans to support language acquisition in all forms (oral and written) and to diminish language barriers. Professional development opportunities are available to all teachers regarding the principles of UDL and strategies to increase learning opportunities to a full range of learners. These opportunities are provided by district trainers.

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)?

Effective instructional planning and high impact teaching to address a full range of learners will be monitored by the school administrators through classroom walk-through data and lesson plans. School administrators will observe evidence of differentiation of instruction to address learner variability through multiple means of engagement, representation, and action and expression (Universal Design for Learning Principles).

School-based teams will maintain documentation of students identified in need of RtI/MTSS support or having an Individualized Education Plan and track progress throughout the school year.

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

The data will be collected as requested, but at a minimum, it will be discussed in one-to-one meetings and monthly combined meetings where the focus is on monitoring student achievement and closing the achievement gap. Principals will collect evidence of implementation through classroom walkthroughs and lesson plans. The District will monitor each school's overall yearly progress and meet with principals to review individual student and classroom data. This discussion will provide feedback and possible planning goals for the following school year.

- 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?**

As no professional development activities are funded through the Reading Allocation, no one is responsible for this task. Should funding be allocated for this purpose, the Director of Elementary Curriculum and the Chief Academic Officer are responsible for the master inservice plan and would enter this information.

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

No money is budgeted from the Reading Allocation for professional development. Funding for professional development related to reading instruction may be provided by community foundations.

- 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?

A variety of professional development opportunities is available to classroom teachers and school administrators, including data review and assessments from i-Ready and Achieve3000, FDLRS multisensory intervention courses, elementary reading recovery modules, and more. Administrators receive additional training through monthly district meetings, or they may register to participate in any workshops offered to teachers. The Director of Elementary Curriculum and the Chief Academic Officer are responsible for entering the training into the master inservice plan and ensuring fair access to all faculty and administrators.

There are no reading coaches funded through the Reading Allocation. Some schools use Title I funding or other district/school allocations.

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

No, all training listed in question #3 is funded through Title I, Title II, and grants from community foundations.

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.

Coaches will have a minimum of three years of successful classroom experience, receive a positive recommendation from his/her principal as a literacy leader as evidenced by participation and completion of literacy inservice and courses. It is preferred that the potential candidate possess a reading endorsement or certification or be in the process of obtaining one.

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

At this time, the District has no school-based reading/literacy coaches at the school level. Instead, the District leads and supports the teachers and teams at the school level. There is a team of an elementary, middle, and high school ELA specialists, a Title 1 specialist, an ESE specialist, and ELL trainers who support and coach literacy. These people were hired because of their expertise in literacy as well as their leadership skills.

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.

At this time, the district has no school based reading/literacy coaches, however, the District leads and supports teachers and teams at the school level with expert program specialists at each level (elementary, middle, and high school).

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

- a. Elementary: At this time, the district has no school-based reading/literacy coaches, however, the District leads and supports teachers and teams at the school level with expert program specialists at each level (elementary, middle, and high school).
- b. Middle: At this time, the district has no school-based reading/literacy coaches, however, the District leads and supports teachers and teams at the school level with expert program specialists at each level (elementary, middle, and high school).
- c. High: At this time, the district has no school-based reading/literacy coaches, however, the District leads and supports teachers and teams at the school level with expert program specialists at each level (elementary, middle, and high school).

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

From participants, District specialists/trainers collect exit ticket and online surveys regarding the effectiveness of their trainings. The district literacy specialist often provide coaching for teachers based on the school's improvement plan and the requests of the school's administration, team leaders, or department chairs. Thus, effectiveness and follow through is determined through walkthroughs, rounds, and modified rounds. These include administrators and may include the literacy specialist and other team teachers.

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

At this time, the district has no school-based reading/literacy coaches, however, the District leads and supports teachers and teams at the school level with expert program specialists at each level (elementary, middle, and high school).

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?

The schools to be served will be Booker High, Sarasota High, North Port High, Venice High, Riverview High, Booker Middle, Heron Creek Middle, Laurel Nokomis School, and Sarasota Middle School.

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.

Our superintendent has three main goals for our District. They are : 1) Maintaining a tradition of excellence; 2) High expectations and excellence for all students; 3) Preparing students to be college and career ready.

Our middle and high school students who are still struggling as readers and are potentially not on the track to be college and career ready, are the targeted group. Some of these students who have scored in the bottom quartile, have not yet shown the expected growth. Without a strong reading achievement level appropriate for the texts they will encounter, their future will be in jeopardy. Because of this, the reading allocation will go to the middle and high schools.

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

- a. Elementary: 0
- b. Middle: 5
- c. High: 27

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

\$1,996,000.00

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.:

None will be purchased with these funds.

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

\$0.00

7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.

At this time, professional development being offered at the district level is being modified to include connections to multisensory instruction where applicable. Additionally, teachers are being taught how to increase the use of intensive, systematic, multisensory instruction and interventions. Any materials deemed necessary to apply this learning will be purchased with school funds.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Holly Chesnoff and Amy Beechy
2. **Email Address:** holly.chesnoff@sarasotacountyschools.net or amy.beechy@sarasotacountyschools.net

3. **Phone Number:** 941-927-9000, ext. 32244

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

Gocio Elementary, Gulf Gate Elementary, Lamarque Elementary

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

- a. **Start Date:** 6/4/18
- b. **Which days of the week is SRC offered:** Monday – Thursday
- c. **Number of instructional hours per day in reading:** 8:30 – 1:30 (5 hours)
- d. **End Date:** 7/19/18
- e. **Total number of instructional hours of reading:** 24 days x 5 hours = 120 hrs

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.?**

Human Resources staffing process ensures all hired teachers are currently evaluated as effective/highly effective with the necessary certification for participating in summer reading camp.

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

We anticipate a maximum of 1:15, but striving to reduce the numbers to whenever possible.

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

No.

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

i-Ready AP 3 data from Spring 2018 will be compared to i-Ready AP 1(diagnostic) data in Fall 2018.

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 | \$315043 |
| District expenditures on reading coaches | 0 |
| District expenditures on intervention teachers | \$1,680,657 |
| District expenditures on supplemental materials or interventions | 0 |
| District expenditures on professional development | 0 |
| District expenditures on summer reading camps | 0 |
| District expenditures on additional hour for school on the list of 300 lowest performing elementary schools | 0 |
| Flexible Categorical Spending | Click here to enter text. |
| Sum of Expenditures | \$1,996,000 |
| Amount of district research-based reading instruction allocation for 2018-2019 | \$1,996,000 |

APPENDIX A

| | | |
|------------------------------------|---|---|
| Appointment | Scheduling Assistant | Tracking |
| To... | Rodriguez Jamie | |
| Optional... | Guzman Michelle ; Delgado-Lago Esther ; | |
| Resources... | Reading Plan | |
| Subject: | Reading Plan 18-19 | |
| Location: | Jamie's Office | <input checked="" type="checkbox"/> Request a response to this invitation |
| Start time: | Tue 4/24/2018 8:30 AM | <input type="checkbox"/> All day event |
| End time: | Tue 4/24/2018 9:00 AM | |
| <input type="checkbox"/> Reminder: | 15 minutes | Show time as: Busy <input type="checkbox"/> Private |
| Calibri | 12 | B I U [List Icons] [Color Icons] |

Reading Plan is attached

AGENDA

Intent of Reading Plan

Focus on Section Organization: District, Professional Development, Intervention

Discussion of ELL additions to support District Plan

Followup Meeting: April 25 from 1:30-2:30 for final additions

| | | |
|------------------------------------|--|---|
| Appointment | Scheduling Assistant | Tracking |
| To... | Cassels Tammy ; Cardenas Tracey ; Figaredo-Alberts Sonia | |
| Optional... | Zarling Julie ; Herring-Snead Tamika | |
| Resources... | Reading Plan | |
| Subject: | K-12 Reading Plan | |
| Location: | Teal 309 | <input checked="" type="checkbox"/> Request a response to this invitation |
| Start time: | Thu 4/26/2018 9:00 AM | <input type="checkbox"/> All day event |
| End time: | Thu 4/26/2018 9:30 AM | |
| <input type="checkbox"/> Reminder: | 15 minutes | Show time as: Busy <input type="checkbox"/> Private |
| Times New Roman | 12 | B I U [List Icons] [Color Icons] |

Plan is attached for consideration

Agenda:

Overview of Plan and Its Intent

ESE Additions

Focus on District Plan Section

Focus on Professional Development

Focus on Intervention

Followup meeting on April 30: 2:00-3:00 for final additions

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;

Grades K-5 Identification/Intervention Decision Tree

STAR Early Literacy will be administered to all kindergarten students within the first 30 days of school.

| Grade Level | Benchmark Assessment | If | Then |
|--|--|-----------------------------|---|
| <p style="text-align: center;"><u>Kindergarten</u></p> | <p style="text-align: center;">STAR Early Literacy Florida Kindergarten Readiness Screener</p> | <p>Student scale score:</p> | |
| | | <p>497-529</p> | <p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with high level comprehension, vocabulary, word study, and fluency at the word and/or connected text level.</p> |
| | | <p>438-496</p> | <p>Utilize the i-Ready diagnostic report to identify focus skills and provide a learning pathway. Use differentiated instruction in small group settings based on the Instructional Grouping Profile Report and the Individual Student Profile Report and monitor progress more frequently. Tier 2 Intervention may be considered for these students.</p> |
| <p>437 and below</p> | <p>Utilize the i-Ready student diagnostic report to identify focus skills and provide a learning pathway. Use differentiated instruction in small group settings based on the Instructional Grouping Profile Report and Individual Student Profile Report and monitor progress more frequently. Intervention will be increased with intensity and frequency based on students' individual needs.</p> | | |

Chart D1: K-5 The i-Ready diagnostic will be administered three times per year to monitor student progress toward end of the year mastery of the Language Arts Florida Standards and to provide further instructional information so that students will achieve. Students are identified by profile groups and will receive instruction based on the MTSS. Additionally, our district will be introducing “Grade Level Progression Charts” for grades K-5 that show end of year benchmarks in regards to various reading skills. These documents continue to evolve and be developed, but will assist in making decisions about students showing substantial reading deficiency. They will also assist in communicating needs and relevant interventions to parents. The *Instruction/Intervention Design for Implementation* document reflects the setting and support for the child as well as the tools and strategies the teacher will use to address the reading deficiencies. This document will be shared with the child’s parents as described in State Statute 1008.25. Revisions may be made as needed.

| | | |
|--|--|--|
| <p>IF: I-Ready scale scores on or above level (See attached Reading Placement Chart-green cells for the grade level) or FSA Levels 3-5</p> | <p>If: I-Ready scale score up to one year below grade level (See attached Reading Placement Chart-yellow cells for the grade level) or FSA Level 2</p> | <p>If: I-Ready scale scores one year or more below grade level (See attached Reading Placement Chart-red cells for the grade level) or FSA Level 1</p> |
| <p>Then:</p> <ul style="list-style-type: none"> Continue grade level instruction (Tier 1 instruction) and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies Provide differentiated small group instruction using appropriate leveled text. Provide a variety of opportunities to strengthen content reading and research <p>Programs and Possible Materials:</p> <ul style="list-style-type: none"> Reading Wonders (CCRP) Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies Delivery during the 90 minute reading block FCRR Literacy Center Follow-up CPALMS activities Literacy Circles/ Literature Circles Paired and independent reading across | <p>Then:</p> <ul style="list-style-type: none"> Tier 1 and 2 Instruction Compare to other assessment data (Reading Wonders i.e. unit tests, performance tasks from IFG) Use Listening or Reading Comprehension, Provide enhanced instruction in the high level reasoning skills Use Reading Wonders’ vocabulary procedure (tier 2 words) and reading comprehension. Strategies should include but are limited to: questioning, retelling, summarizing, and metacognitive (think aloud) strategies. Provide additional strategies for text reading efficiency (comprehension and fluency). Promote automaticity by providing practice readings with diversity, at the phrase, sentence and paragraph level. Provide differentiated small group instruction to determine and focus on level of instruction. Determine P.A./Phonics level | <p>Then:</p> <ul style="list-style-type: none"> Tiers 1, 2, 3 Intervention Compare to other assessment data (i.e. Reading Wonders’ Unit tests, performance tasks from IFG) Determine P.A./Phonics level Students scoring in this range will need additional intervention (more time and smaller group size in addition to or an extension of to the 90 - minute reading block), including systematic multisensory instruction in phonics, vocabulary, and reading comprehension. More targeted instruction Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials to accelerate reading success – this will include materials that reflect a multisensory approach to instruction. Parents will be notified in writing if a student exhibits a substantial deficiency in reading. <ul style="list-style-type: none"> Notification will include: description |

| | | |
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| <p>various genre</p> <ul style="list-style-type: none"> • Instructional Focus Guides on District Blackboard site (IFG) • Personalized Learning Path on i-Ready • Differentiated tools from i-Ready Teacher Toolbox/ LAFS Ready Reading • Arts integration to enhance understanding, including tableau and movement. • Extension of activities through technology/STEAM | <ul style="list-style-type: none"> • Students scoring in this range may need additional intervention (more time and smaller group size) in addition to or an extension of the 90 minute reading block <p>Programs and Possible Materials:</p> <ul style="list-style-type: none"> • Reading Wonders (CCRP) • Wonderworks (Intervention program) as needed • Appropriate leveled text for small group differentiated instruction focusing on before, during and after • Delivery during the 90 minute reading block • FCRR Literacy Center Follow-up • CPALMS activities • Instructional Focus Guides on District Blackboard site (IFG) • Personalized Learning Path on i-Ready • Differentiated tools from i-Ready Teacher Toolbox – LAFS Reading and Prerequisite lessons, tools for instruction. • Extension of activities through technology • Arts integration to enhance understanding, including tableau and movement. | <p>and explanation of deficiency, current services, proposed interventions/supports, potential retention, strategies, and options for determining promotion, portfolios, and mid-year promotion</p> <p>Programs and Possible Materials:</p> <ul style="list-style-type: none"> • Reading Wonders (CCRP) • Wonderworks (Intervention program) based on reading need • Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies • Delivery during the 90 minute reading block + iii 20-30 minutes • FCRR Literacy Center Follow-up • CPALMS activities • Instructional Focus Guides on District Blackboard site (IFG) • Personalized Learning Path on i-Ready • Differentiated tools from i-Ready Teacher Toolbox- LAFS Reading and Prerequisite lessons, tools for instruction. • Extensions of Activities through technology • Select students may be served by Reading Recovery • Arts integration to enhance understanding, including tableau and movement. • Materials that support a multisensory approach to reading instruction, including letter tiles, sound boxes, etc. |
|---|--|---|

Both i-Ready scale score and classroom assessments may influence flexibility of placement in the MTSS process, considering intensity of time, smaller group or one on one setting, or more targeted to reading element as shown in Chart D1.

Reading Placements – Overall

| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Emerging K | 100 - 361 | 0 - 346 | NA | NA | NA | NA |
| Level K | 362 - 479 | 347 - 433 | 0 - 418 | 0 - 418 | 0 - 418 | 0 - 418 |
| Level 1 | 480 - 536 | 434 - 536 | 419 - 488 | 419 - 473 | 419 - 473 | 419 - 473 |
| Level 2 | 537 - 560 | 537 - 560 | 489 - 560 | 474 - 510 | 474 - 495 | 474 - 495 |
| Level 3 | 561 - 800 | 561 - 602 | 561 - 602 | 511 - 602 | 496 - 556 | 496 - 541 |
| Level 4 | NA | 603 - 800 | 603 - 629 | 603 - 629 | 557 - 629 | 542 - 580 |
| Level 5 | NA | NA | 630 - 800 | 630 - 640 | 630 - 640 | 581 - 640 |
| Level 6 | NA | NA | NA | 641 - 800 | 641 - 653 | 641 - 653 |
| Level 7 | NA | NA | NA | NA | 654 - 800 | 654 - 669 |
| Level 8 | NA | NA | NA | NA | NA | 670 - 800 |
| Level 9 | NA | NA | NA | NA | NA | NA |
| Level 10 | NA | NA | NA | NA | NA | NA |
| Level 11 | NA | NA | NA | NA | NA | NA |
| Level 12 | NA | NA | NA | NA | NA | NA |

Key: Red indicates one year or more below grade level
 Yellow indicates up to one year below grade level
 Green indicates on or above grade level

| On Level Ranges | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|-----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Early | 362 - 395 | 434 - 457 | 489 - 512 | 511 - 544 | 557 - 578 | 581 - 608 |
| Mid | 396 - 423 | 458 - 479 | 513 - 536 | 545 - 560 | 579 - 602 | 609 - 629 |
| Late | 424 - 479 | 480 - 536 | 537 - 560 | 561 - 602 | 603 - 629 | 630 - 640 |

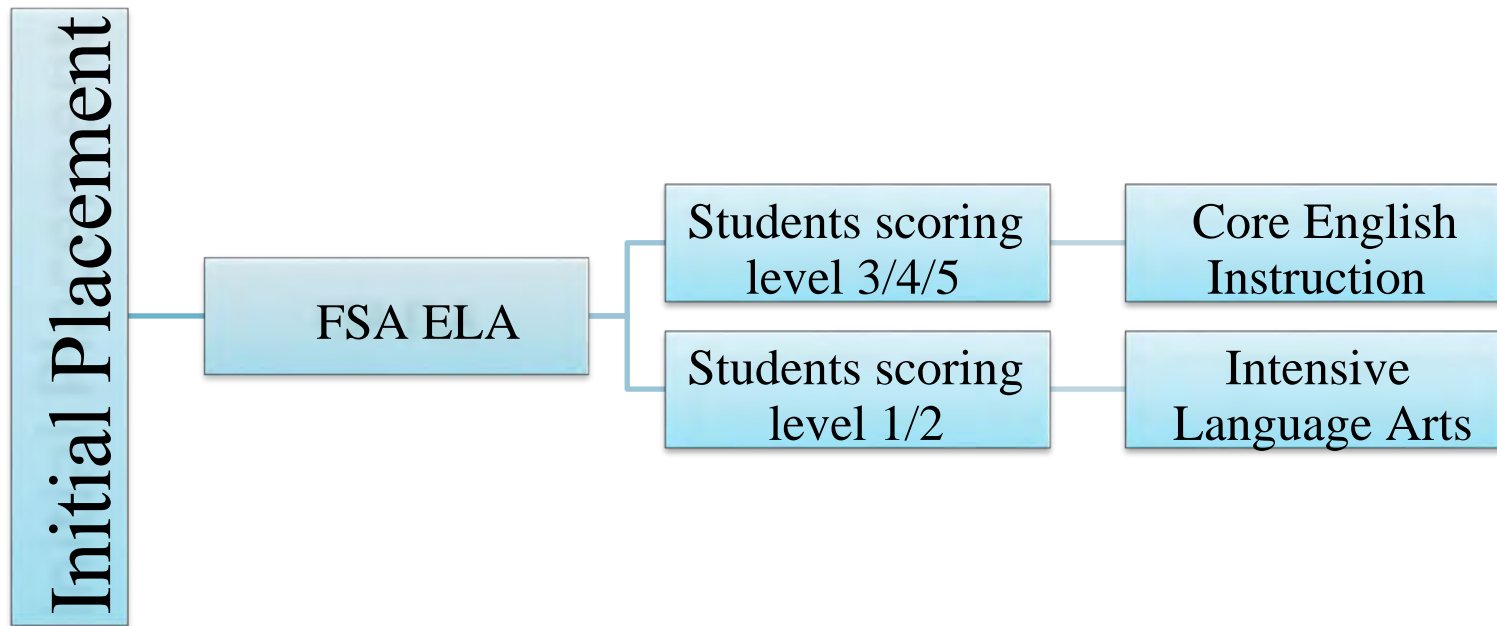
Sarasota County Schools MS Decision Tree – DT2

| Progress Monitoring Assessments | Date(s) | If | Then | Programs/Materials/Strategies |
|--|---|--|--|---|
| iReady Diagnostics | Assessment Period 1: August 2018 Assessment Period 2: December 2018 Assessment Period 3: May 2019 | Levels 1-5 on the ELA portion of the FSA | Placement in core Language Arts or Advanced Language Arts course <ul style="list-style-type: none"> • Teachers will use i-Ready data to be cognizant of profile group needs to differentiate instruction and provide interventions, as needed. i-Ready Reports to determine interventions: <ul style="list-style-type: none"> • Class Profile: shows instructional needs of the class by domain and includes the probability of proficiency on the FSA based on the Diagnostic • Class Norms: provides Lexile data for each student and compares students to others in the same grade norming group based on the Diagnostic • Standards Mastery: shows how students are progressing against grade level standards • Instructional Grouping Profile: helps teachers group students for differentiated instruction based on the Diagnostic • Student Growth: shows growth between diagnostics and measures progress toward end of year growth targets • Class Response to Instruction: shows how students are performing in their online instruction and indicates where additional support may be needed | <ul style="list-style-type: none"> • Continue grade level instruction (Tier 1 instruction) and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies • Provide differentiated small group instruction using appropriate leveled text. • Provide a variety of opportunities to strengthen content reading and research <ol style="list-style-type: none"> 1. HMH Collections <ul style="list-style-type: none"> • Exposure to Informational and Literary Text Close Reading 2. Springboard (Advanced Work courses) <ul style="list-style-type: none"> • Exposure to Informational and Literary Text Close Reading 3. i-Ready Teacher Toolbox 4. i-Ready Online Instruction 5. Balanced Literacy 6. Reading – Writing Connection 7. Accountable Talk 8. Focus on Academic Vocabulary |
| i-Ready Diagnostics | Assessment Period 1: August 2018 | Level 1 or 2 on the ELA portion of the FSA | Placement in core Language Arts course <ul style="list-style-type: none"> • Teachers will use i-Ready data to be cognizant of profile group needs to | <ul style="list-style-type: none"> • Instruction in tiers 1, 2, and 3 • More targeted instruction |

| | | | | |
|--|--|--|---|--|
| <p>Assessment Period 2: December 2018</p> <p>Assessment Period 3: May 2019</p> | | | <p>differentiate instruction and provide interventions, as needed</p> <p>AND</p> <p>Placement in Intensive Language Arts Course</p> <ul style="list-style-type: none"> Teachers will use i-Ready data to differentiate instruction and provide appropriate remediation <p>i-Ready Reports to determine interventions:</p> <ul style="list-style-type: none"> Class Profile: shows instructional needs of the class by domain and includes the probability of proficiency on the FSA based on the Diagnostic Class Norms: provides Lexile data for each student and compares students to others in the same grade norming group based on the Diagnostic Standards Mastery: shows how students are progressing against grade level standards Instructional Grouping Profile: helps teachers group students for differentiated instruction based on the Diagnostic Student Growth: shows growth between diagnostics and measures progress toward end of year growth targets Class Response to Instruction: shows how students are performing in their online instruction and indicates where additional support may be needed | <ul style="list-style-type: none"> Additional strategies are provided (questioning, retelling, summarizing, metacognitive/think-aloud) Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials in order to accelerate reading achievement <ol style="list-style-type: none"> HMH Collections <ul style="list-style-type: none"> Exposure to Informational and Literary Text Close Reading i-Ready Teacher Toolbox i-Ready Online Instruction Balanced Literacy Reading – Writing Connection Accountable Talk Focus on Academic Vocabulary I-Ready LAFS books Supplemental Resources: <ul style="list-style-type: none"> Scholastic Magazine Springboard Leveled Texts (Shockwaves, The 10, News ELA, Readworks.org) For Decoding: Words Their Way For Vocabulary: Words of the Week For Fluency: Paired Reading, Echo Reading, Reader’s Theater For Comprehension: Before, During, and After Reading Strategies Notice and Note Strategies for Close Reading Gradual Release of Responsibility- Model, Shared, Guided, Collaborative, and Independent Practice. Reciprocal Teaching |
|--|--|--|---|--|

| Grade/ Assessment | Date | Who | What... | Programs/Materials/Strategies | |
|--------------------------------------|--------------------------|--|---|-------------------------------|--|
| Grades 9-12 Achieve 3000 LevelSet | August, January, and May | Students who scored a Level 1 or 2 on the FSA ELA. | Allows for monitoring of student Lexile growth over time. | Core English Course | <ul style="list-style-type: none"> • Core English Curriculum: HMH Collections • Academic Vocabulary • Accountable Talk and Student Discourse • Close Reading Strategies |
| | | | | Intensive Language Arts | <p>in addition to programs/materials/strategies for Core Course,</p> <ul style="list-style-type: none"> • Achieve 3000 Empower • Graphic Organizers for Comprehension • Vocabulary • Vocabulary Study • Close Reading Strategies • Literature Study using class novel and poetry • and • Writing Support • Writing to Text • Teacher Created Materials |

High School (912) Identification/Intervention Decision Tree



Core English Instruction

Each student shall be placed in classes appropriate to his or her developmental level and demonstrated mastery of the Florida Standards. All instruction is centered on the Language Arts Florida Standards. Teachers will monitor growth through common formative assessments and standards-based formative assessment.

Intensive Language Arts Instruction

Students scoring a level 1 or 2 on the ELA portion of the FSA can be placed in an Intensive Language Arts course in addition to their required English course. Teachers will use Achieve 3000 LevelSet data to plan for differentiated remediation and instruction for each child. This instruction should be focused on the following areas: vocabulary, comprehension. In the event the students lacks a proficiency in fluency, as demonstrated through timed readings

administered as needed by the classroom teacher, then the teacher will provide small group instruction and instructional support using practices like repeated readings, echo reading, and reader's theater to improve fluency.

The teacher(s) will work with MTSS teams to support students should adequate gains not be met by mid-year.

*-Contact: Literacy Department
-Contact: Federal Programs *-Contact:
ESE Department

Sarasota 2018-2019

Sarasota County Schools

HS Decision Tree

Sarasota 2017-2018

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:** Sarasota County Schools
- 2. Contact name for schools covered on this plan:** Kelly A. Ellington
- 3. Contact phone number:** 941-927-9000 X32230
- 4. Contact email:** kelly.ellington@sarasotacountyschools.net
- 5. Schools covered by this plan:** Emma E. Booker 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 am
- 2. School dismissal time:** 3:15 pm
- 3. Total number of instructional minutes per day:** 345
- 4. Minutes per day of reading instruction (must be at least 150):** 160 minutes

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.**

Students receiving level 4 or 5 of FSA the previous year have the same number of hours in reading instruction. During the Reading Power Hour, these students are in a writing enrichment class, focused on Top Score writing curriculum. Students are exposed to above-grade level texts during these daily writing blocks. During the ELA block and i-Ready, these students are exposed to both grade level and above-grade level text and instruction as appropriate.

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.**

Teachers are evaluated by the district's Teacher Evaluation System (TES). The performance portion of the TES is aligned to Danielson's Framework for Teaching. Teachers at Emma E. Booker who provide reading instruction have all been rated either effective or highly effective. The school is working with the curriculum department to have a literacy instructional specialist on campus 2.5 days a week to support instruction. The high-yield instructional strategies of setting objective and providing feedback and reinforcing effort are the focus this year. The instructional specialist is assisting with planning with these strategies in mind, providing modeled instruction, and facilitating data analysis. Administration monitors the teachers' instructional competencies in these areas and others through walk-throughs, classroom observations and instructional conferring.

- 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.**

During the reading Power Hour, students identified as having a reading challenge are either in SRA instruction based on their determined SRA level or in Leveled Literacy Intervention groups. FSA and i-Ready data indicates that only about 30% of our students achieved reading proficiency. We have concluded that SRA alone has not proven to accelerate student progress toward proficiency. LLI is being rolled out this year in conjunction with SRA. This is the last year we will be using SRA as anything but a Tier III intervention. Next year, LLI will be our universal Tier II intervention.

- 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.**

This year at Emma E. Booker, students are screened utilizing the DIBELS Next benchmark assessment three times a year. i-Ready diagnostic assessment also occurs three times a year. After students are identified as either Tier II or T III in reading, their progress is monitored through DIBELS Next. Teachers identify reading areas of focus for each child and intervention and progress monitoring is planned around those specific needs. These areas of focus include letter naming fluency, phoneme segmentation fluency, nonsense word fluency, oral reading fluency, and DAZE (comprehension). Teachers collect additional data in the form of test scores, AR data,

APPENDIX C

and running records data. Grade level teams meet regularly to look at all available data to ensure students are progressing toward proficiency and that they are receiving the appropriate reading interventions for their particular area of literacy focus. Each grade level is assigned an administrator who attends and oversees data meetings and attends all grade-level school-wide support meetings.

- 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.**

Reading instruction throughout the day is a balance of mini-lessons, small group instruction, and independent application. Students with reading challenges receive small group instruction both on their instructional reading level and on grade level with additional support. During SRA, students receive explicit instruction to develop phonemic awareness and phonics. Leveled Literacy Intervention and other small group instruction focuses on fluency, vocabulary, comprehension, level-appropriate word work, and writing in response to reading. Students are explicitly taught strategies to monitor their own understanding to read independently and correct reading errors. Feedback is consistent for these students during all instructional environments, with the most specific and focused feedback provided during small group instruction. Lesson plans are expected to reflect the above listed components of reading instruction. Classroom walk-throughs are also utilized to ensure these instructional components are occurring consistently.

- 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.**

Content areas are embedded in literacy instruction. Grades 3-5 utilize Florida Studies Weekly to include social studies texts. Students are exposed to nonfiction science texts and supported in their reading of these grade level texts during small group instruction when appropriate. Students are consistently asked to write in response to reading, most consistently in content area notebooks. District math curriculum provides daily opportunities for students to read and write in the process of solving math problems. Lesson plans are expected to reflect the above listed components of reading instruction. Classroom walk-throughs are also utilized to ensure these instructional components are occurring consistently. Instructional specialists also assist teachers in planning reading experiences across the content areas.