

## Seminole 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:** Shawn Gard-Harrold  
**Contact Email:** [Shawn\\_Gard-Harrold@scps.k12.fl.us](mailto:Shawn_Gard-Harrold@scps.k12.fl.us)  
**Contact Telephone:** (407)320-0186

### 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	62	64	63	65	63	67	68

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	54	56	57	58	56	59	61

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	33	30	32	28	30	25	22
White/Hispanic	18	17	19	15	17	14	12
Economically Disadvantaged/Non-Economically Disadvantaged	31	29	30	26	29	24	21
Students with Disabilities/Students without Disabilities	44	40	44	37	44	33	29
English Language Learners/ Non-English Language Learners	37	34	39	31	32	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 2019-2020 K-12 Comprehensive Research-Based Reading Plan funds are allocated to support student achievement in relation to district goals by:

- (1) determining staffing support for schools that include district and school instructional coaches and interventionists, (2) aligning district support for teachers' professional development needs and on-going coaching, (3) providing funds for Summer Reading Camps

operation, (4) providing progress monitoring resources, and (5) providing programs and materials.

The Reading Categorical funds are essential to providing students and teachers with the skills needed to master ELA standards and improve literacy. The expenditures are designed to support increased student literacy achievement by improving pedagogy, providing relevant, differentiated professional development, and securing resources teachers need to ensure students are supported to make academic gains leading to proficiency. The SCPS MTSS system includes intervention program, process, and outcome data so that student progress can be monitored and instruction can be adjusted as needed. School level MTSS teams work hard to identify root causes for lack of progress and make every effort to revise support so that time spent with students is effective, efficient, and interventions are aligned to skill deficits.

It is important to recognize that Seminole County Public Schools deliberately and regularly coordinates funding expenditures from all fund sources to ensure students are receiving the maximum support available. The Superintendent's Leadership Team works collaboratively to maximize all general fund sources, then again works together to review the additional options provided through federal funds for the most at-risk schools.

**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 Assessment and Accountability Department is responsible for collecting and analyzing student progress monitoring data. The Superintendent's Leadership Team (Superintendent; Deputy Superintendent; Chief Information Officer; Executive Directors for Elementary, Middle and High Schools; Executive Director of Exceptional Student Support Services, Executive Director of ePathways and Strategic Partnerships, Executive Director of Human Resources; Director of ESOL, World Languages and Student Access; Director of Teaching and Learning; Director of Staffing, Director of Leadership Pathways; Director of Federal Projects and Resource Development, and Director of Research and Accountability) reviews performance on progress monitoring assessments quarterly. In addition to the academic progress monitoring data, the Superintendent's Leadership Team reviews quarterly attendance data (both students and teachers), discipline data, MTSS reports, advanced opportunity students placement and performance data, and gifted identification data.

For the past three years, the Superintendent has assigned a specific school to each member. School assignments were determined based on student performance at elementary, middle and high schools. Each leadership member supports the school principal by providing principal requested information and support. Leadership team members visit their schools and conduct classroom walk-throughs regularly. At the Superintendent's weekly Cabinet meeting, the leadership team members report their school's accomplishments and needs at least twice per month. Based on the reports, and in conjunction with the progress monitoring information, adjustments may be made in personnel, resources and/or professional development.

The Executive Directors for Elementary, Middle and High Schools meet with their principals monthly to review relevant data and determine needed support. Schools with positive trends in student achievement and in other factors share best practices. In addition, district staff visit schools regularly to meet with K-12 principals, teachers and instructional coaches to review progress monitoring data and provide support to identified teachers.

Three times per year, the Assessment and Accountability Department prepares an analysis of state and local assessment data, as well as other key metrics that affect achievement, such as the 5Essentials Survey data, attendance and discipline infractions. In June 2019, all principals will meet to review local assessment data, (iReady, Achieve, Reading Plus, Common Assessments, etc.) in order to assess comparative performance from the previous school year, review the status of their 2019 School Improvement Plan (SIP) local goals, and begin to formulate 2020 SIP goals.

In August-September, the Assessment and Accountability team will meet with each cluster feeder pattern (K-12 aligned schools) to review state accountability data and related metrics. School improvement plans will be finalized to reflect state and local outcomes and 2020 goals. K-12 clusters will meet again in January-February 2020 to review mid-year data and identify corrections needed prior to the 2020 state assessment period.

The Department of Teaching and Learning (DTL) staff also review student progress monitoring data regularly for the purpose of adjusting teacher training. DTL staff prioritize standards-based support and work with school-based Professional Learning Communities to differentiate teacher dialogues and training.

**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.**

During the 2019-20 school year individual student progress monitoring data will be collected from the following systems in an effort to promote differentiated instruction and intervention for all learners.

- iReady progress monitoring system is utilized by students in kindergarten through grade five and students reading below level in grades six, seven and eight.
- Common Nine Week Exams are standards-based assessments aligned to the English Language Arts curriculum frameworks that are administered in sixth through tenth grade.
- Achieve3000 progress monitoring is utilized at select high schools in grades 9-12 by students in both intensive reading and English Language Arts classes who may be reading on/just below grade level
- Reading Plus is also used at all high school sites in intensive reading classes for students who are reading below grade level in grades 9-12.

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

Diagnostic data from iReady for grades K-5 and selected 6-8 students are collected and reviewed three times per year by the Superintendent's Cabinet.

Benchmark data from Reading Plus for non-fluent readers in Grades 9-12 are collected and reviewed three times per year.

Level set data from Achieve3000 are collected and reviewed three times a year.

Common Nine Week Exam standards-based assessment data are collected and reviewed in October, January, and March for sixth through tenth grade students.

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

The Superintendent's Leadership Team (Superintendent; Deputy Superintendent; Chief Information Officer; Executive Directors for Elementary, Middle and High Schools; Executive Director of Exceptional Student Support Services, Executive Director of ePathways and Strategic Partnerships, Executive Director of Human Resources; Director of ESOL, World Languages and Student Access; Director of Teaching and Learning; Director of Staffing, Director of Leadership Pathways; Director of Federal Projects and Resource Development, and Director of Research and Accountability) is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions. Specifically, the Executive Director of each school level, the Executive Director for Exceptional Support Services, and the Director of ESOL and World Languages work directly with principals and teachers to ensure students are being provided the appropriate interventions.

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

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

All of the Superintendent's Leadership Team (Superintendent; Deputy Superintendent; Chief Information Officer; Executive Directors for Elementary, Middle and High Schools; Executive Director of Exceptional Student Support Services, Executive Director of ePathways and Strategic Partnerships, Executive Director of Human Resources; Director of ESOL, World Languages and Student Access; Director of Teaching and Learning; Director of Staffing, Director of Leadership Pathways; Director of Federal Projects and Resource Development, and Director of Research and Accountability) is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards. In particular, the Director of Teaching and Learning works with his Department and teachers and administrators from a variety of schools to prepare pacing guides, scope and sequence documents, instructional plans and sample model lessons.

The Teaching and Learning staff work with the Assessment and Accountability staff to align standards-based instructional resources with progress monitoring tools. In addition,

the Teaching and Learning Staff implement the Coaching Cycle with designated teachers based on observations and administrator feedback.

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

The evidence that will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards is the progress monitoring data used throughout the district.

- iReady progress monitoring systems are utilized by students in kindergarten through fifth grade and below grade level students in grades six, seven, and eight.
- Common Nine Week Exams are standards based assessments aligned to the English Language Arts curriculum frameworks that are administered in sixth through tenth grade.
- Achieve3000 progress monitoring is utilized at select high schools in grades 9-12 by students in both intensive reading and English Language Arts classes who may be reading on/just below grade level
- Reading Plus is also used at all high school sites in intensive reading classes for students who are reading below grade level in grades 9-12.
- Ongoing classroom walk-throughs by district and school-based staff.

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

Progress monitoring data is collected and reviewed by the district as follows:

Diagnostic data from iReady for grades K-5 and selected 6-8 students are collected and reviewed three times per year by the Superintendent's Cabinet.

Benchmark data from Reading Plus for non-fluent readers in Grades 9-12 are collected and reviewed three times per year.

Level set data from Achieve3000 are collected and reviewed three times a year.

Common Nine Week Exam standards-based assessment data are collected and reviewed in October, January, and March for sixth through tenth grade students.

Ongoing classroom walk-throughs by district and school-base staff conducted throughout the school year.

- 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 in-service 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.?**

The Director of Teaching and Learning is responsible for ensuring that every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog.

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

\$240,000

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

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

1013911 - Foundations in Cognition  
1013912 - Foundations & Applications of Research-Based Instructional Practices  
1013913 - Foundations of Assessment  
1013914 - Foundations & Applications of Differentiated Instructions  
1013915 - Demonstration of Accomplishment  
2102005 - Issues & Content for Exceptional Student Education  
2100200 - Method & Technique to Use When Providing Inclusive Settings for  
Exceptional Students

### **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.**

Qualifications for reading/literacy coaches in Seminole County Public Schools include:

Bachelor's Degree with a minimum of five (5) years successful K-12 teaching experience required; Master's Degree preferred. • Certification in K-12 Reading or Reading Endorsement preferred; OR in process of earning Certification/Reading Endorsement within a three year time period. • ESOL Certification or Endorsement preferred. • Strong background in reading instruction and teacher training required. • Demonstrated success as a reading teacher, especially with below-level readers. • Strong background in instructional coaching practices and/or participation in trainings or institutes relates to instructional coaching preferred.



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

The following elementary schools have reading/literacy coaches funded by the Research-Based Reading Instruction Allocation.

Altamonte Elementary, Bear Lake Elementary, Bentley Elementary, Carillon Elementary, Casselberry Elementary, Crystal Lake Elementary, Eastbrook Elementary, English Estates Elementary, Evans Elementary, Forest City Elementary, Geneva Elementary, Goldsboro Elementary, Hamilton Elementary, Heathrow Elementary, Highlands Elementary, Idyllwilde Elementary, Keeth Elementary, Lake Mary Elementary, Lake Orienta Elementary, Lawton Elementary, Layer Elementary, Longwood Elementary, Midway Elementary, Partin Elementary, Pine Crest Elementary, Rainbow Elementary, Red Bug Elementary, Sabal Point Elementary, Spring Lake Elementary, Stenstrom Elementary, Sterling Park Elementary, Walker Elementary, Wekiva Elementary, Wicklow Elementary, Wilson Elementary, Winter Springs Elementary, Woodlands Elementary

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

Pending release of 2019 FSA data, the district anticipates all schools will demonstrate a need for additional reading coaching and/or intervention support. Therefore, the allocation of .25 FTE affords all school leaders the opportunity to conduct and respond to a school-based needs assessments for allocating instructional support including coaching and/or intervention.

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

**a. Elementary:**

- i. 9.25 (.25 Allocation @ Each of 37 Elementary Schools)
- ii. 2.0 (1 Interventionist Each at Hamilton & Midway Elementary)

**b. Middle: 0**

**c. High: 0**

**d. District: 13.80**

- i. 6 Coaches - District-Deployed to MS/HS
- ii. 6.5 Teacher-on-Assignment Allocations for Training/Support
- iii. 1.30 Administrator Allocations for Program Facilitation

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

- **Effective in Increasing Student Achievement**-FSA Data, iReady, Achieve, DRA, formative assessments and C9A progress monitoring
- **Effective at Growing Teacher Capacity**- Providing support to coaches through periodic visits to ensure consistency among PLC's and completeness of coaching cycles as evidenced by teacher & student artifacts.
- **Effective at Providing Standards Based Instruction**-After progress monitoring of student and teacher data, we provide targeted quarterly professional development for coaches, which allows for rich standard-based discussions. Differentiated paths are

provided for coaches to re-deliver content to teachers. Teacher feedback and data are measured to encourage successful implementation of resources.

- **Effective at Promoting Collegiality:** Common planning and implementation among the PLC's is evident.
- **Effective According to the SCPS Instructional Model:** Coach specific feedback for each indicator is provided to all coaches through the Marzano Instructional Model at each site.

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

\$1,605,788 of the Research-based Reading Instruction Allocation is allotted for literacy support salaries.

**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?**

As stated in the response regarding, Reading/Literacy Coaches, The Research-Based Reading Allocation will provide .25 FTE for literacy support to the schools listed. The remaining .75 is funded through district operating dollars and affords school leaders the opportunity to conduct and respond to a school-based needs assessments for allocating instructional support including coaching and/or intervention.

Altamonte Elementary, Bear Lake Elementary, Bentley Elementary, Carillon Elementary, Casselberry Elementary, Crystal Lake Elementary, Eastbrook Elementary, English Estates Elementary, Evans Elementary, Forest City Elementary, Geneva Elementary, Goldsboro Elementary, Hamilton Elementary, Heathrow Elementary, Highlands Elementary, Idyllwilde Elementary, Keeth Elementary, Lake Mary Elementary, Lake Orienta Elementary, Lawton Elementary, Layer Elementary, Longwood Elementary, Midway Elementary, Partin Elementary, Pine Crest Elementary, Rainbow Elementary, Red Bug Elementary, Sabal Point Elementary, Spring Lake Elementary, Stenstrom Elementary, Sterling Park Elementary, Walker Elementary, Wekiva Elementary, Wicklow Elementary, Wilson Elementary, Winter Springs Elementary, Woodlands Elementary

Additional 1.0 allocations are provided to both Hamilton & Midway Elementary schools to provide targeted literacy interventions to students. These schools were selected based on their status as high-needs Title I elementary schools.

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.**

Pending release of 2019 FSA data, the district anticipates all schools will demonstrate a need for additional reading coaching and/or intervention support. Therefore, the allocation of .25 FTE affords all school leaders the opportunity to conduct and respond to a school-based needs assessments for allocating instructional support including coaching and/or intervention. Additional intervention support may be deployed to schools as dictated by FSA data.

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

- a. **Elementary:** 2.0
- b. **Middle:** 0
- c. **High:** 0

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

\$130,000

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.:**

Achieve3000, Reading Plus, Developmental Reading Assessments (DRA), Fountas & Pinnell Phonics, Spelling, & Word Study System, Language Live, and other resources as determined by FSA data.

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

\$690,000

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

Additional intensive, explicit, systematic, and multisensory interventions are provided as needed using district operating funds.

### **Summer Reading Camps**

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Dr. Robin Dehlinger
2. **Email Address:** [mailto:robin\\_dehlinger@scps.k12.fl.us](mailto:robin_dehlinger@scps.k12.fl.us)

**3. Phone Number:** 407-320-0028

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

The following elementary schools will serve as host sites for Summer Reading Camp:

Altamonte, Bear Lake, Bentley, Eastbrook, English Estates, Hamilton, Layer, Lawton, Midway, Spring Lake, Pine Crest, and Wicklow

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

**a. Start Date:** June 3, 2019

**b. Which days of the week is SRC offered:** Monday, Tuesday, Wednesday, Thursday

**c. Number of instructional hours per day in reading:** 3 hours

**d. End Date:** June 27, 2019

**e. Total number of instructional hours of reading:** 48 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?**

1:13

**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?**

IOWA, iReady and fluency data will be collected to measure students' growth. Fluency data will be collected on a weekly basis. iReady will part of the daily schedule for students with the iReady Diagnostic being offered at the end of SRC. IOWA testing will also be available at the conclusion of SRC.

### **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		\$83,429
District expenditures on reading coaches		\$1,394,247
District expenditures on intervention teachers		\$128,207
District expenditures on supplemental materials or interventions		\$690,000
District expenditures on professional development		\$240,000
District expenditures on summer reading camps		\$325,000
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools		\$0
Flexible Categorical Spending		\$94,145
Administrator Support for Reading Instruction (\$83,334)		
Assessment Costs (\$30,000)		
	Sum of Expenditures	\$2,955,028
	Amount of district research-based reading instruction allocation for 2019-2020	\$2,955,028

APPENDIX A



Seminole County Public Schools

April 15, 2019

2019-20 K12 Comprehensive Reading Plan

K-12 COMPREHENSIVE READING PLAN DISTRICT ALIGNMENT MEETING

AGENDA

Required Compliance Meeting

District Level Leadership: Question #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.”

- I. Review 2019-20 K-12 Comprehensive Reading Plan requirements and content. – Mr. Shawn Gard-Harrold
- II. Discuss K-12 Comprehensive Reading Plan alignment to the District’s Special Programs and Procedures Manual (SP&P). – Dr. Michelle Walsh
- III. Discuss K-12 Comprehensive Reading Plan alignment to the District’s Multi-Tiered Systems of Support Program (MTSS). – Dr. Michelle Walsh
- IV. Discuss K-12 Comprehensive Reading Plan requirements for accurate data reporting. – Dr. Tim Harper
- V. Discuss K-12 Comprehensive Reading Plan alignment to the District’s English Language Learner’s (ELL) Plan. – Ms. Minnie Cardona

Please sign below to verify participation in this meeting and discussion of the required K12 Comprehensive Reading Plan requirements and alignment with the designated manuals/plans for which you are responsible.

Shawn Gard-Harrold  
Mr. Shawn Gard-Harrold, District K12 Reading Plan Contact

Date 4/15/19

Michelle Walsh  
Dr. Michelle Walsh, Executive Director, Exceptional Student Support Services/MTSS

Date 4/15/19

Minnie Cardona  
Ms. Minnie Cardona, Director, English Speakers of Other Languages, World Languages, Student Access

Date 4/15/19

Tim Harper  
Dr. Tim Harper, Chief Information Office/ Kelly Thompson  
Ms. Kelly Thompson, Director, Research and Accountability

Date 4/15/2019



Seminole County Public Schools

April 15, 2019

2019-20 K12 Comprehensive Reading Plan

K-12 COMPREHENSIVE READING PLAN DISTRICT ALIGNMENT MEETING

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- V. Discuss K-12 Comprehensive Reading Plan alignment to the District's English Language Learner's (ELL) Plan. – Ms. Minnie Cardona

Please sign below to verify participation in this meeting and discussion of the required K12 Comprehensive Reading Plan requirements and alignment with the designated manuals/plans for which you are responsible.

*Shawn Gard-Harrold*  
Mr. Shawn Gard-Harrold, District K12 Reading Plan Contact

Date 4/23/19

*Paul E. Manam*  
Principal

Date 4-23-19

*Laura A. Johnson*  
Instructional Coach

Date 4-23-19

\_\_\_\_\_  
Teacher

Date \_\_\_\_\_

## APPENDIX B

### **Identification of Students with Reading Deficiencies and Intervention Supports**

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

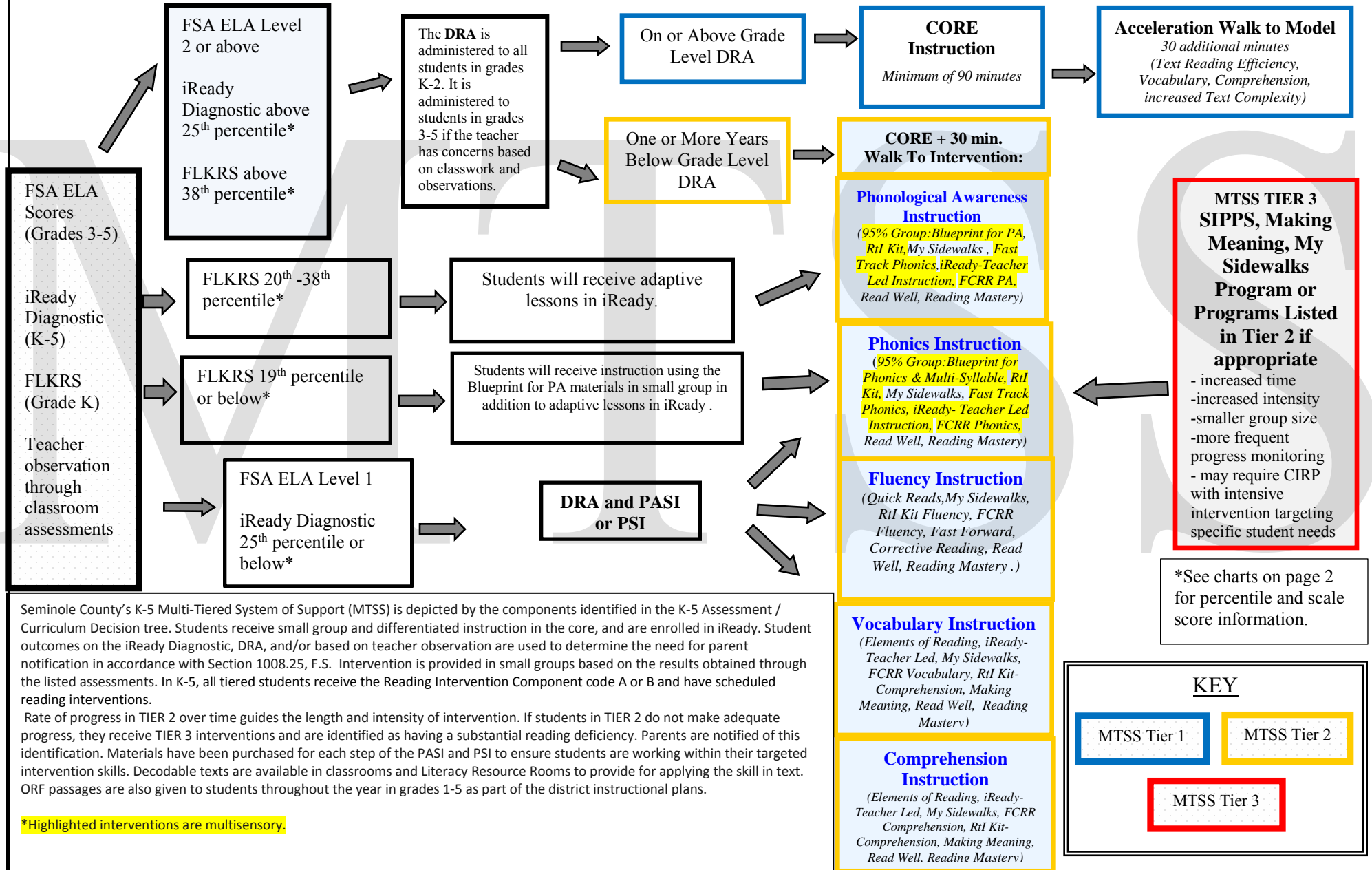
- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

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



## K-5 Multi-Tiered System of Support (MTSS) D1 Assessment/Curriculum Decision Tree, 2019-2020



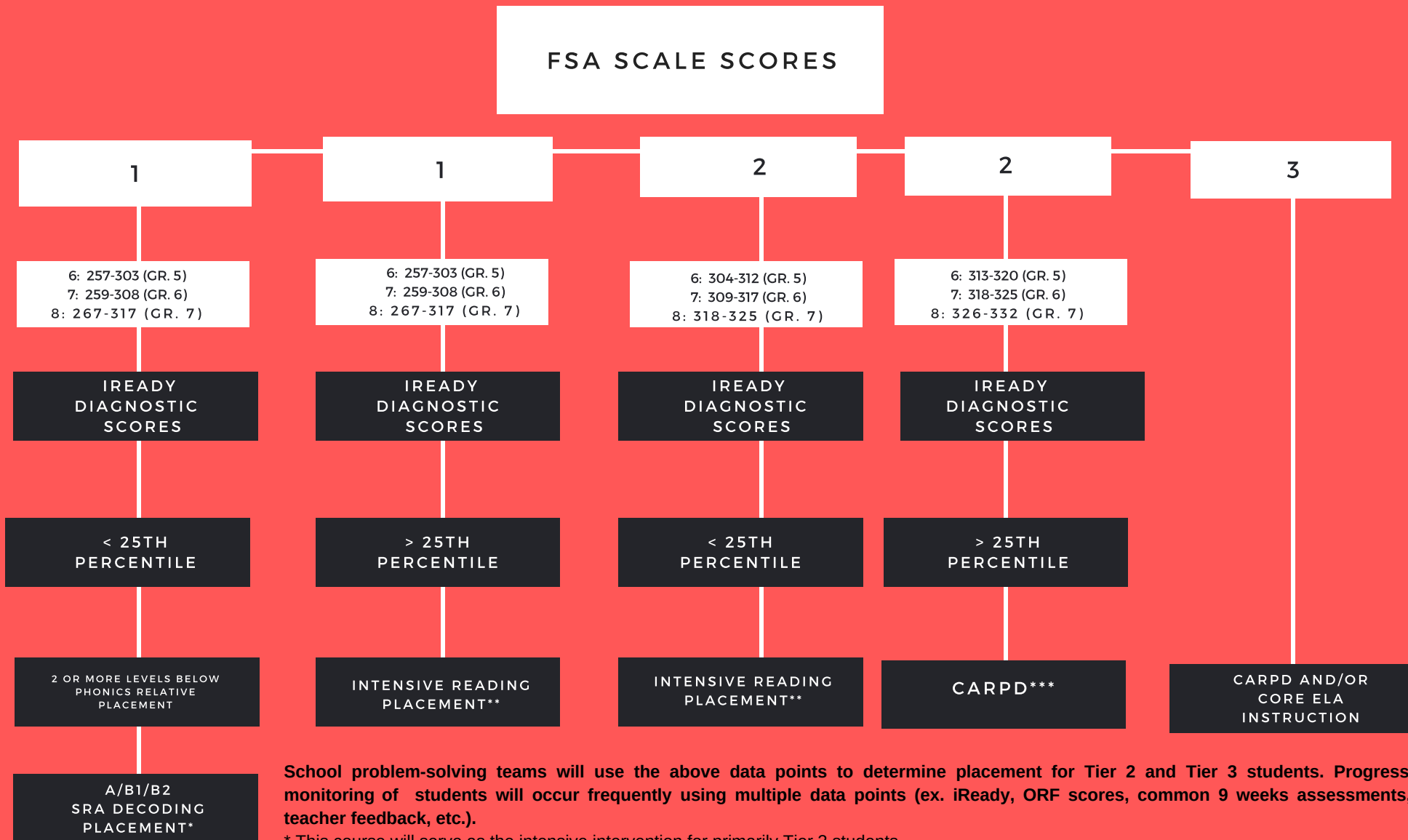
Information on Scale Scores and Percentiles for FLKRS & iReady Diagnostics

FLKRS	
Percentile	Scale Score
39 <sup>th</sup> Percentile and Above	497 or Above
20 <sup>th</sup> -38 <sup>th</sup> Percentile	438-496
19 <sup>th</sup> Percentile or Below	437 or Below

iReady Diagnostic Test		
Diagnostic/Grade Level	Scale Scores at 26 <sup>th</sup> Percentile or Above	Scale Scores for 25 <sup>th</sup> Percentile or Below
<b>Fall</b>		
Kindergarten	333 or Above	332 or Below
First Grade	377 or Above	376 or Below
Second Grade	431 or Above	430 or Below
Third Grade	474 or Above	472 or Below
Fourth Grade	497 or Above	496 or Below
Fifth Grade	520 or Above	518 or Below
<b>Winter</b>		
Kindergarten	354 or Above	353 or Below
First Grade	406 or Above	405 or Below
Second Grade	457 or Above	454 or Below
Third Grade	492 or Above	490 or Below
Fourth Grade	511 or Above	509 or Below
Fifth Grade	532 or Above	530 or Below
<b>Spring</b>		
Kindergarten	375 or Above	374 or Below
First Grade	425 or Above	424 or Below
Second Grade	475 or Above	474 or Below
Third Grade	501 or Above	500 or Below
Fourth Grade	517 or Above	515 or Below
Fifth Grade	540 or Above	538 or Below

Sources: iReady Diagnostic 2016 National Norms Technical Documentation Norms Tables (2016-2017) and STAR Early Literacy Benchmarks 2018 Fall Assessments

# SCPS Middle School READING PLACEMENT PROTOCOL



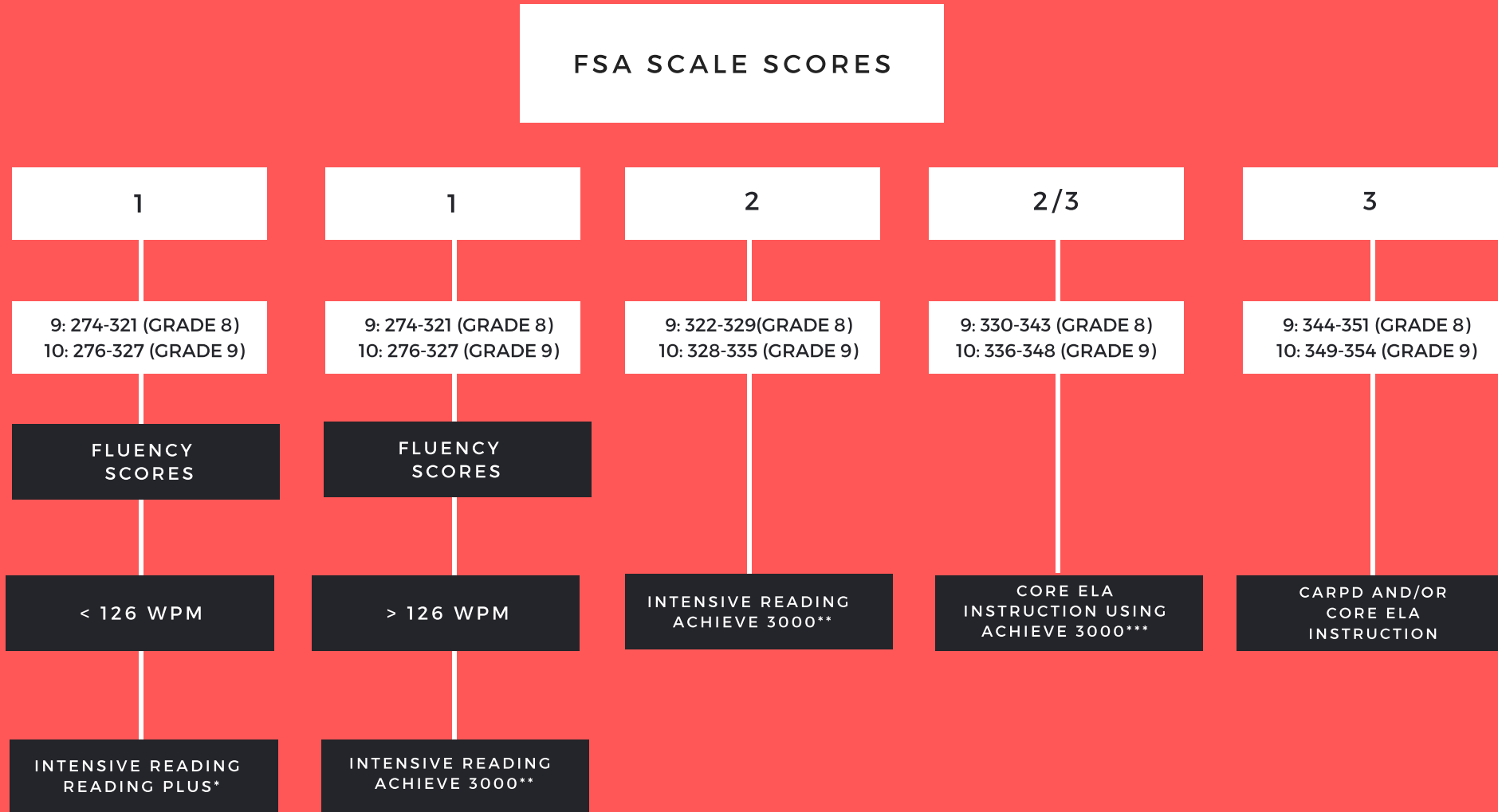
School problem-solving teams will use the above data points to determine placement for Tier 2 and Tier 3 students. Progress monitoring of students will occur frequently using multiple data points (ex. iReady, ORF scores, common 9 weeks assessments, teacher feedback, etc.).

\* This course will serve as the intensive intervention for primarily Tier 3 students.

\*\* These courses will serve as the intensive intervention for Tier 2 and some Tier 3 students depending on the recommended intervention (fluency and/or comprehension).

\*\*\* This content area course will serve as a Tier 2 intervention. Content Enhancement strategies may be incorporated.

# SCPS High School 9/10 READING PLACEMENT PROTOCOL



**School problem-solving teams will use the above data points to determine placement for Tier 2 and Tier 3 students. Progress monitoring of students will occur frequently using multiple data points (ex. Reading Plus, Achieve 3000, ORF scores, common 9 weeks assessments, teacher feedback, etc.).**

\* This course will serve as the intensive intervention for primarily Tier 3 students.

\*\* These courses will serve as the intensive intervention for Tier 2 and some Tier 3 students depending on the recommended intervention (fluency and/or comprehension).

\*\*\* This ELA course will serve as Tier 2 intervention. Content Enhancement strategies may be incorporated.

# SCPS High School 11/12 READING PLACEMENT PROTOCOL

## FSA SCALE SCORES

1

11/12: 284-333 (GRADE 10)

INTENSIVE READING  
FSA, SAT, AND ACT  
FOCUS

2

11/12: 334-349 (GRADE 10)

INTENSIVE READING  
FSA, SAT, AND ACT  
FOCUS

3

11/12: 350-361 (GRADE 10)

CARPD AND/OR  
CORE ELA  
INSTRUCTION