Suwannee 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: Janene Fitzpatrick
Contact Email: Janene.Fitzpatrick@suwannee.k12.fl.us
Contact Telephone: (386) 647-4647

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	44	46	46	47	48	49	50

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	45	46	49	50	47	51	52

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	24	23	25	20	28	18	16
White/Hispanic	13	12	15	11	12	10	9
Economically Disadvantaged/Non-Economically Disadvantaged	16	15	19	13	18	12	11
Students with Disabilities/Students without Disabilities	36	35	36	31	36	27	24
English Language Learners/ Non-English Language Learners	26	25	32	22	22	19	17

* 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.**

   Additional resources provided to the Suwannee County schools are targeted for our students who have not performed adequately in the past. The allocation resources include reading intervention teachers in secondary schools, supplemental instructional materials to provide increased support for students and a district-wide reading coach to provide professional development support for teachers across all grade levels and content areas. In addition, the district provides reading coaches at each elementary school.

3. **In regard to district-level monitoring of student achievement progress, please address the following:**

   A. **Who at the district level is responsible for collecting and reviewing student progress monitoring data?**

      The district curriculum team, including the Assistant Superintendent of Instruction, the Director of Student Services, Coordinator of ESE, Coordinator of K-12 Reading and ESOL support teacher collect and review student progress monitoring data.

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

      The STAR Early Literacy assessment will be administered for all Kindergarten students. The universal screening diagnostic and progress monitoring tool in iReady will be administered three times per year for students in grades K-8, according to the district progress monitoring calendar. The growth monitoring assessments in the iReady platform will be administered as necessary and documented through the district progress monitoring calendar.

      Students in grades 9-10, will take a screening diagnostic and progress monitoring assessment three times per year. Students identified as level 1 and level 2 readers as determined by FSA results may be placed in an intervention reading class. The instruction of these students is skill specific, based on the diagnostic progress monitoring assessment. Students in grades 11 and 12 who have yet to pass the Grade 10 ELA FSA or earn concordant scores will also use the universal screening diagnostic and progress monitoring assessment.

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

      The diagnostic and progress monitoring data will be collected and reviewed three times per year. The district curriculum team shall also meet regularly to examine response to instruction data during the interim time period between formal progress monitoring cycles.

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

   The district curriculum team, including the Assistant Superintendent of Instruction, the Director of Student Services, Coordinator of ESE, Coordinator of K-12 Reading and ESOL support teacher will review student progress monitoring data.

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?**

      School-based administrators are responsible for reviewing lesson plans and observing teacher lead instruction to ensure that classroom instruction is aligned to grade-level Florida Standards. Assistant Superintendent of Instruction will be responsible for reviewing sample lesson plans and teacher observation data with school administrators to ensure the instruction is aligned.

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

      Lesson plans and common assessments will be collected and reviewed by the school principals and school-based leadership teams.

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

      On-going basis through Canvas, the district learning management system.

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

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

      The Assistant Superintendent of Instruction and Reading Coordinator will collaborate with school-based administrators, reading coaches, media specialists and classroom teachers to ensure that students have access to informational texts in a variety of mediums. The district will utilize a Learning Management System and Destiny, the Library Management System, to provide students with access to digital informational texts of increasing complexities to enhance the educational experiences in the classrooms. Additonally, a variety of web-based resources will be made available to teachers and 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?**

      The elementary media specialists maintain collections of digital books, housed in Destiny, for teachers to use in conjunction with science and social studies units. The digital books allow students to interact with the information in a variety of ways.

Additionally, each media center has purchased several Lightbox books. Lightbox is a fully interactive, multidimensional, supplemental solution for PreK-12 educators looking to improve engagement and literacy skills. It supports the varied approaches used to help students master the standards and accommodates the needs of all learners. Also, the Media centers house various subscriptions to digital encyclopedias and print magazines for student access.

The Secondary Media Specialists have selected ebooks and eReference books, audio books, and online databases accessible through Destiny.

The Destiny program provides all libraries (K-12) with Webpath Express, which students may search for appropriate websites pre-approved by librarians from the Follett Corp. All schools also have Destiny Discover (K-12). Destiny Discover provides access to the media centers' print and digital collections, in one place—on any device. Destiny Discover also provides Open Educational Resources (OER). Additionally, through the district's K-12 one-to-one iniative and Canvas implementation, supplemental digital resources are also made available to students.

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?**

      School-based administrators are responsible for reviewing lesson plans and observing teacher lead instruction to ensure that classroom instruction is aligned to grade-level Florida Standards. The Assistant Superintendent will be responsible for reviewing lesson plans and teacher observation data with school administrators to ensure the instruction is accessible to the full range of learners using UDL principles.

   B. **What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?**

      The curriculum department and school administrators collect evidence of instructional approaches that support all learners using UDL guidelines and support grade level standards via lesson plans and products from the professional learning communities.

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

      On-going, through Canvas, the district Learning Management System.

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?**

   Through a partnership with NEFEC, the Coordinator for District Professional Development will ensure that all activities are appropriately entered into the district master inservice plan.

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

$4,250.00

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?

   The Coordinator for District Professional learning is responsible for ensuring this training is accurately recorded in the master inservice plan.

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

   Professional Learning is funded through several funding sources, including Title II.

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.**

<div align="center">

SCHOOL DISTRICT OF SUWANNEE COUNTY

READING COACH

JOB DESCRIPTION

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QUALIFICATIONS:
   (1)   Bachelor's degree from an accredited educational institution.
   (2)   Three (3) years successful teaching experience.
   (3)   Experience in presenting educational training programs with a demonstrated knowledge and practice of Language Arts or Reading preferred.

(4) Valid Florida teacher certification in appropriate area.
(5) Reading certification preferred.
(6) Must meet the No Child Left Behind Act regulations and requirements.
(7) Satisfactory criminal background check and drug screening.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child growth and development and especially of characteristics of students/children in the age group assigned. Knowledge of prescribed curriculum. Basic understanding and knowledge of current technology. Knowledge of learning styles. Ability to use varied teaching methods. Knowledge of current trends, research and best practices related to education. Knowledge of School Board policies and practices as they relate to teaching. Ability to handle problems, concerns and emotional distress with sensitivity and tact. Ability to communicate orally and in writing with students, parents, and others. Ability to plan, establish priorities and implement activities for maximum effectiveness. Ability to assess levels of student achievement effectively, analyze test results, and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work with parents. Ability to work effectively with peers, administrators and others. Knowledge of Florida Educator Accomplished Practices and Teacher Competencies.

REPORTS TO:
Principal

JOB GOAL

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

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:

Planning/Preparation
    *(1) Create or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities.
    *(2) Identify specific intended learning outcomes that are challenging, meaningful, and measurable.
    *(3) Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.
    *(4) Develop or select instructional activities which foster active involvement in the learning process.
    *(5) Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
    *(6) Assist in assessing changing curricular needs and plans for improvement.

Classroom Management
    *(7) Maintain a positive, organized and safe learning environment.
    *(8) Use time effectively.
    *(9) Manage materials and equipment effectively.
    *(10) Use effective student behavior management techniques.

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

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

*(13) Use technology resources effectively.

*(14) Assist the school in the compilation of data to evaluate reading programs and assist in identifying appropriate strategies.

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

*(16) Coordinate and monitor the work of volunteers and aides when assigned.

Assessment/Evaluation

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

*(18) Analyze and identify reading problems.

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

*(20) Establish appropriate testing environment and test security.

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

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

Student Instructional Engagement

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

*(24) Assist in implementing and monitoring of the reading curriculum.

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

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

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

*(28) Conduct parent nights to provide information and to train parents to assist their students.

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

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

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

*(32) Use appropriate material, technology, and other resources to help meet learning needs of all students.

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

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

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

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

Technology

*(37) Use technology resources effectively.

*(38) Use technology to establish an atmosphere of active learning.

*(39) Provide students with opportunities to use technology to gather and share information.
*(40) Facilitate student access to the use of electronic resources.
*(41) Explore and evaluate new technologies and their educational impact.
*(42) Use technology to review student assessment data.
*(43) Use technology for administrative tasks.

Collaboration
*(44) Facilitate collaboration among teachers and grade levels at school.
*(45) Work closely with district staff to assist in the development and delivery of training.
*(46) Enlist the support of the SAC, PTA or PTO, Business Partners, Mentors and Volunteers for the reading initiative.
*(47) Communicate effectively, both orally and in writing, with other professionals, students, parents and community.
*(48) Provide accurate and timely information to parents and students about academic and behavioral performance of students.
*(49) Collaborate with other professionals and parents after recognizing student distress or abuse.
*(50) Serve on Student Support Team.
*(51) Collaborate with peers and other professionals to enhance student learning.
*(52) Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

Professional Learning
*(53) Engage in a continuing improvement of professional skills and knowledge.
*(54) Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.
*(55) Update the principal and teachers on the latest trends in the area of reading instruction.
*(56) Coach teachers in the latest techniques for the prevention and remediation of reading problems.
*(57) Model effective teaching strategies and techniques.
*(58) Assist teachers with instructional strategies to improve FCAT reading comprehension and Florida Writes assessment.
*(59) Conduct staff development activities to assist teachers in helping students improve reading skills.

Professional Responsibilities
*(60) Act in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
*(61) Demonstrate attention to punctuality and regular attendance.
*(62) Prepare all required reports in an accurate and timely manner and maintain all appropriate records.
*(63) Maintain confidentiality of student and other professional information.
*(64) Comply with policies, procedures and programs.
*(65) Exercise appropriate professional judgment.
*(66) Support school improvement initiatives.
(67) Perform other tasks consistent with the goals and objectives of this position.

Student Growth and Achievement
*(68) Ensure that student growth and performance are continuous and appropriate for age group, subject area and/or student program classification.

*Essential Performance Responsibilities

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

Job Description Supplement 03

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

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

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

   We have one coach that serves all schools K-12, funded at 0.5 FTE.

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.**

   This 0.5 FTE coach serves to support all teachers to develop stronger instructional strategies to support striving readers.

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

   a. Elementary: 0.5 FTE shared between all K-12 schools.
   b. Middle:0
   c. High:0

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

   The effectiveness is measure in accordance with the provisions of the Board's policy on evaluation of personnel.

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

   $40,000.00

Supports for Identification and Interventino 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?**

   Branford High School, Suwannee Middle School, Suwannee High 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.**

   Yes.

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

   a. Elementary: 0
   b. Middle:2
   c. High:2

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

   $285,000.00

5. **Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Intruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:**

   Saxon phonics, Curriculum Associates Reading materials, Phonics for Reading, Early Interventions in Reading (SRA).

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

   $15,000

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 Intruction Allocation, please list the funding source.**

   Title I part A, Title I part C, Title III, Textbook allocation, IDEA, Title V

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Amy Boggus (SES), Jennifer Barrs (BES)

2. **Email Address:**amy.boggus@suwannee.k12.fl.us, Jennifer.barrs@suwannee.k12.fl.us

3. **Phone Number:**386-935-5700, 386-647-4400

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

   Branford Elementary
   Suwannee Elementary

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

   a. **Start Date:**6/11/18
   b. **Which days of the week is SRC offered:**Monday, Tuesday, Wednesday, and Thursday
   c. **Number of instructional hours per day in reading:**5.5
   d. **End Date:**7/26/18
   e. **Total number of instructional hours of reading:**148.5

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.?**

   Teachers are highly qualified, have earned high VAM scores and effective or highly effective evaluations, and reading endorsements are preferred. Teachers also have a proven history of positively impacting struggling readers.

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

   1:10

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

   N/A

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

   Successful completion of 3rd grade portfolio or acceptable SAT10, iReady, or STAR assessments scores. STAR and iReady assessments will be used to determine growth during reading camp. The assessments are given during the last month of school and again during the last week of camp.

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	0.00	
District expenditures on reading coaches	40,000.00	
District expenditures on intervention teachers	285,000.00	
District expenditures on supplemental materials or interventions	15,000	
District expenditures on professional development	4,250.00	
District expenditures on summer reading camps	0.00	
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0.00	
Flexible Categorial Spending		Click here to enter text.
	Sum of Expenditures	344,250.00
	Amount of district research-based reading intruction allocation for 2018-2019	$344,250.00

Agenda
Reading Plan Final Review
Monday, April 16, 2018
SCSD
3:00 pm

- Overview of changes in reading plan
- Examination of data and achievement/growth/achievement gap goals
- Review of district leadership expectations
- Review of professional development components
- Review of coaching expectations
- Review of intervention/decision trees
- Review of Summer Reading Camp
- Final edits

Employee Name	Position
Janine Fitzpatrick	Assistant Superintendent
Debra Land	Director of Student Services
(signature)	ELL Support Teacher
Kelli Williams	Reading Contact

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;

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
K-5 STAR Early Literacy (K) iReady K-5	Assessment Period 1: August/ September 2017 Assessment Period 2: January 2018 Assessment Period 3: May 2018	**Kindergarten** **Star Early Literacy:** 1. SS of 497-529 **K-5** **Green Success Zone** i-Ready Tier 1/Profile 5 (scores on or above grade level) **Grades 3-5** FSA scores level 3-5	**Green Success Zone** • Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the iReady Instructional Planning-Student Report, determine specific skill areas that should be targeted through differentiated instruction. • Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies. • iReady Individualized Instructional Path	**Phonological Awareness** **Comprehensive-Core Reading Program** McGraw Hill-Wonders **Supplemental Intervention Programs:** Saxon Phonics, <mark>Language for Learning, Wonders- Intervention Materials,</mark> SRA Early Reading Intervention **Comprehensive Intervention Progams:** Wonders – Intervention Materials, Saxon Phonics, SRA Early Reading Intervention **Educational Technology:** iReady, Accelerated Reader **Strategic Materials/Activities:** Rhyme, alliteration, sentence segmentation activities, phoneme manipulation, phoneme blending and segmentation, Elkonin boxes, word play activities, letter tiles, compound word segmenting/blending, kinesthetic activities, FCRR Literacy Center Activities, Small group differentiated <mark>instruction that focuses on before, during, and after reading strategies and the five componen</mark>ts of reading plus oral language **Phonics** **Comprehensive Core Program**: McGraw Hill-Wonders **Supplemental Intervention Programs**: Saxon Phonics, Wonders – Intervention Materials, SRA Early Reading Intervention **Comprehensive Intervention Programs**: Wonders – Intervention Materials, Saxon Phonics, SRA Early Reading Intervention **Educational Technology**: iReady, Accelerated Reader **Strategic Materials/Activities:** Letter/word recognition games, sight word practice, spelling patterns, word sorting, word puzzles, prefix/suffix/root word lessons, inflectional endings, making words lessons, word wall games, FCRR Literacy Center Activities, Small group differentiated instruction that focuses on before, during, and after reading strategies and the <mark>five componen</mark>ts of reading plus oral language **Fluency** **Comprehensive Core Program**: McGraw Hill-Wonders **Supplemental Intervention Programs**: Saxon Phonics, Wonders – Intervention Materials, SRA Early Reading Intervention **Comprehensive Intervention Programs**: Wonders – Intervention Materials, Saxon Phonics, SRA Early Reading Intervention **Educational Technology**: iReady, Accelerated Reader
		Kindergarten **STAR Early Literacy:** 2. SS of 438-496 **K-5** **Yellow Success Zone** i-Ready Tier 2/Profile 3-4 (up to one year below grade level) **Yellow Success Zone** FSA scores of level 2, grades 3-5	**Yellow Success Zone** • Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the i-Ready Instructional Planning-Student Report, determine specific skill areas that should be targeted through differentiated instruction. • Analyze the student's iReady Reading Diagnostic Student	

			Report that provides estimated Oral Reading Fluency, Instructional reading level and CCSS domain scores to determine areas of weakness and plan targeted differentiated instruction. • Individualized Instructional Path on i-Ready • Student Support Team (including parents) meeting(s) to design intervention plans to better support the learner	**Strategic Materials/Activities:** Repeated readings, sight word practice, reader's theater, partner reading, choral reading, chunking, teacher oral reading, listening center, home reading, poetry, leveled texts, FCRR Literacy Center Activities, Small group differentiated instruction that focuses on before, during, and after reading strategies and the five components of reading plus oral language **Vocabulary/Oral Language** **Comprehensive Core Program**: McGraw Hill-Wonders **Supplemental Intervention Programs**: Saxon Phonics, Wonders – Intervention Materials, SRA Early Reading Intervention, Language for Learning **Comprehensive Intervention Programs**:Wonders – Intervention Materials, Saxon Phonics, SRA Early Reading Intervention **Educational Technology**: iReady, Accelerated Reader
		STAR Early Literacy Kindergarten: 3. SS of 437- and below **K-5** **Red Success Zone** i-Ready Tier 3/Profiles 1-2 (one year + below grade level) **3-5** **Red Success Zone** FSA-ELA scores of Level 1	**Red Success Zone** • Provide targeted intervention through increased intensity and smaller groups • Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the i-Ready Instructional Planning-Student Report, determine specific skill areas that should be targeted through differentiated instruction. • Individualized Instructional Path on i-Ready • Additional reading diagnostic assessments to further determine deficiencies in student understanding • Student Support Team (including parents) meeting(s) to design intensive intervention plans	**Strategic Materials/Activities:** Tell/retell stories, semantic maps, language play, vocabulary map, word studies, leveled texts, Small group differentiated instruction that focuses on before, during, and after reading strategies and the five components of reading plus oral language

Chart D1-Suwannee

Criteria for determining if a student has a substantial reading deficiency:

Upon the initial (and subsequent) iReady Diagnostic a student who demonstrate a substantial reading deficiency by scoring one or more years below level (Tier 2 or 3) an Academic Instruction Plan is developed that targets deficit skill as identified in the diagnostic. Student will receive small group intervention instruction as specified in the AIP for 15 minutes during the 90 minute reading block and an additional 30 minutes during intervention time outside the reading block. Student will also receive 45 minutes per week of targeted instruction via their iReady online instructional pathway. These students will receive differentiated assignments according to their tier level but will receive on grade level instruction during whole group instruction in the 90 minute reading block. All K-1 students will be given the iReady growth monitoring test each month to check for growth. All grade 2 Tier 3 students will be given the iReady growth monitoring test each month to check for growth. The monitoring of these students will be done each month during the Student Support Team meetings with Administration and teachers to review data and monitor progress. When the AIP is developed for each student additional interventions are listed as next steps if the intervention being used is not working. Additionally, parents are provided with an at-home reading plan to further support their student.

Target Group	Progress Monitoring Assessment	Date(s)	IF	THEN	Programs/Materials/Strategies
All students in grades 6-8	iReady Diagnostic	Window 1: August/ September, 2017 Window 2: January, 2018 Window 3: May, 2018	**Green Success Zone** i-Ready Tier 1/Profile 5 (scores on or above grade level)	**Green Success Zone** - Students earning level 3 on FSA will participate in regular ELA courses - Students earning level 4 or 5 on FSA may participate in honors ELA courses - Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the iReady Instructional Planning-Student Report, determine specific skill areas that should be targeted through differentiated instruction. - Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies. iReady Individualized Instructional Path	Adopted curriculum: Houghton Mifflin Harcourt Collections iReady online instructional pathway Classroom Libraries
			Yellow Success Zone i-Ready Tier 2/Profile 3-4 (up to one year below grade level) Yellow Success Zone	**Yellow Success Zone** Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the i-Ready Instructional Planning-Student Report, determine specific skill areas that should be targeted through differentiated instruction.	Adopted curriculum: Houghton Mifflin Harcourt Collections iReady online instructional pathway

			FSA level 2, grades 6-8	• Analyze the student's iReady Reading Diagnostic Student Report that provides estimated Oral Reading Fluency, Instructional reading level and domain scores to determine areas of weakness and plan targeted differentiated instruction. • Individualized Instructional Path on i-Ready • Student Support Team (including parents) meeting(s) to design intervention plans to better support the learner	iready tools for instruction interventions iready Toolbox remedial lessons
			Red Success Zone i-Ready Tier 3/Profiles 1-2 (one year + below grade level) **6-8** **Red Success Zone** FSA-ELA scores of Level 1	**Red Success Zone** • Provide targeted intervention through increased intensity and smaller groups • Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the i-Ready Instructional Planning-Student Report, determine specific skill areas that should be targeted through differentiated instruction. • Individualized Instructional Path on i-Ready • Additional reading diagnostic assessments to further determine deficiencies in student understanding • Student Support Team (including parents) meeting(s) to design intensive intervention plans	Adopted curriculum: Houghton Mifflin Harcourt Collections Iready online instructional pathway iready tools for instruction interventions iready Toolbox remedial lessons
For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.					

All students who score a level 1 or 2 on the FSA ELA Assessment may be placed into Intensive Reading or a course for the purpose of remediation and more in-depth strategies in the deficient domains.   Courses intended for reading remediation use the i-Ready supplemental resources and instruction in grades 6-8.

Chart DT2– Secondary (6-8)

Suwannee County School District 2017-18
Chart DT3– Secondary (9-12)

Target Group	Progress Monitoring Assessment	Date(s)	IF	THEN	Programs/Materials/Strategies
All students in grades 9-10, any student in grade 11 or 12 who has not passed FSA, or earned concordant scores.	iReady Diagnostic	Window 1: August/ September, 2017 Window 2: January, 2018 Window 3: May, 2018	**Green Success Zone** i-Ready Tier 1/Profile 5 (scores on or above grade level)	**Green Success Zone** • Students earning level 3 on FSA will participate in regular ELA courses • Students earning level 4 or 5 on FSA may participate in honors ELA courses • Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the iReady Instructional Planning- Student Report, determine specific skill areas that should be targeted through differentiated instruction. • Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies. • iReady Individualized Instructional Path	Adopted curriculum: Holt Rinehart and Winston Elements of Literature Novel studies Classroom Libraries
			Yellow Success Zone i-Ready Tier 2/Profile 3-4 (up to one year	**Yellow Success Zone** • Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the	Adopted curriculum: Holt Rinehart and Winston Elements of Literature

			below grade level) FSA scores of level 2, grades 9-10	i-Ready Instructional Planning-Student Report, determine specific skill areas that should be targeted through differentiated instruction. • Analyze the student's iReady Reading Diagnostic Student Report that provides estimated Oral Reading Fluency, Instructional reading level and domain scores to determine areas of weakness and plan targeted differentiated instruction. • Individualized Instructional Path on i-Ready • Student Support Team (including parents) meeting(s) to design intervention plans to better support the learner	
			Red Success Zone i-Ready Tier 3/Profiles 1-2 (one year + below grade level) **9-12** **Red Success Zone** FSA-ELA scores of Level 1	**Red Success Zone** • Provide targeted intervention through increased intensity and smaller groups • Using the i-Ready Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the i-Ready Instructional Planning-Student Report, determine specific skill areas that should be targeted through differentiated instruction. • Individualized Instructional Path on i-Ready • Additional reading diagnostic assessments to further determine deficiencies in student understanding • Student Support Team (including parents) meeting(s) to design intensive intervention plans	Adopted curriculum Holt Rinehart and Winston Elements of Literature

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

All students who score a level 1 or 2 on the FSA ELA Assessment may be placed into Intensive Reading or a course for the purpose of remediation and more in-depth strategies in the deficient domains.

Chart DT3– Secondary (9-12)