Suwannee 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: Kelli Williams
Contact Email: kelli.williams@suwannee.k12.fl.us
Contact Telephone: (386) 647-4621

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	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	18	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 School District impact students who have demonstrated inadequate progress 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 as each elementary school, funded through title programs.

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 Student Services, Coordinator of K-12 Reading and Coordinator of Student and Family Support (ELL) 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 (STAR). 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 (STAR) 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, in accordance with the adopted District Progress Monitoring Calendar. 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 Student Services, Coordinator of K-12 Reading and Coordinator or Student and Family Support 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?**

Evidence will be collected through Canvas, the district learning management system. Common assessments may also be collected and reviewed in Unify, the district data management tool.

6. **As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

See Appendix A.

Research-Based Reading Instruction Allocation

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;

- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

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

   The Coordinator of District Professional Development will be responsible for ensuring 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 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..**

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

1-013-001

Reading Content

1-013-002

Reading Foundation Skills

1-013-018

Reading Endorsement Comp 1-Instructional Foundations of Language and Reading

1-013-019

Reading Endorsement Comp 2-Applications of Research-Based Instruction

1-013-022

Reading Endorsement Comp 5- Demonstration of Accomplished Practices in Reading

1-100-002

PDA: Differentiating Reading Instruction

2-409-001

Language Reading Connection

2-013-001**
2-100-018*

Reading Difficulties, Disabilities and Dyslexia (PDA Course)

2-013-002**
2-100-019*

Reading Difficulties, Dyslexia, and Other Disabilities

Reading/Literacy Coaches

The *Just Read, Florida!* office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

1. **What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

SCHOOL DISTRICT OF SUWANNEE COUNTY

███████████████████

JOB DESCRIPTION

QUALIFICATIONS:
(1)   Bachelor's degree from an accredited educational institution.
(2)   Three (3) years successful teaching experience.
(3)   Certified by the State of Florida in the appropriate area.
(4)   Reading certification or Reading Endorsement preferred.
(5)   Satisfactory criminal background check.

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 reading and 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)   Develop curriculum maps and 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)   Develop or select instructional activities which foster active involvement in the learning process.

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

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

Administrative/Management

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

*(7)   Use time effectively.

*(8)   Manage materials and equipment effectively.

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

*(10)   Establish and maintain effective and efficient record keeping procedures and reports.

*(11)   Use technology resources effectively.

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

*(13)   Maintain reading documentation required by the state and district Comprehensive Reading Plan.

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

Assessment/Evaluation

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

*(16)   Analyze and identify reading problems.

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

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

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

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

Intervention/Direct Services

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

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

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

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

*(25)   Demonstrate knowledge and understanding of reading research-based strategies.

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

*(27)   Demonstrate knowledge 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.

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

*(29)   Demonstrate knowledge of appropriate instructional modification for students with special needs, including exceptional education students and students who have limited English proficiency.

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

Technology

*(31)   Use technology resources effectively.

*(32)   Explore and evaluate new technologies and their educational impact.

*(33)   Use technology to review student assessment data.
*(34)   Use technology for administrative tasks.

Collaboration
*(35)   Facilitate collaboration among teachers and grade levels at school.
*(36)   Work closely with district staff to assist in the development and delivery of training.
*(37)   Enlist the support of the SAC, parent organizations, Business Partners, Mentors and Volunteers for the reading initiative.
*(38)   Communicate effectively, both orally and in writing, with other professionals, students, parents and community.
*(39)   Provide accurate and timely information to teachers and administrators about the reading performance of students.
*(40)   Collaborate with other professionals and parents after recognizing student distress or abuse.
*(41)   Collaborate with peers and other professionals to enhance student learning.
*(42)   Collaborate with the School Leadership Team and the District Literacy Leadership Team to improve student literacy.

Staff Development
*(43)   Engage in a continuing improvement of professional skills and knowledge.
*(44)   Develop and implement an Individual Professional Development Plan and Needs Assessment in accordance with state and district requirements.
*(45)   Update the principal and teachers on the latest trends in the area of reading instruction.
*(46)   Coach teachers in the latest techniques for the prevention and remediation of reading problems.
*(47)   Model effective teaching strategies and techniques.
*(48)   Assist teachers with instructional strategies to improve student performance on reading/writing state and district assessments.
*(49)   Conduct staff development activities to assist teachers in helping students improve reading skills.

Professional Responsibilities
*(50)   Act in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
*(51)   Prepare all required reports in an accurate and timely manner and maintain all appropriate records.
*(52)   Maintain confidentiality of student and other professional information.
*(53)   Comply with policies, procedures and programs.
*(54)   Exercise appropriate professional judgment.
*(55)   Support school improvement initiatives.
*(56)   Perform other tasks consistent with the goals and objectives of this position.
*(57)   Demonstrate punctuality, regular attendance, and carrying out assigned duties
*(58)   Shall assume additional responsibilities as assigned by the Superintendent.

Student Growth and Achievement
*(59)   Ensure that student growth and achievement are continuous and appropriate for age group, subject area, and/or student program classification. Indicators may include: results from state and local criterion and norm referenced standardized tests, portfolio assessment, analysis reports, and others as deemed appropriate by the District and/or required by adopted curriculum standards.

*(60)   Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.

*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.

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 <u>funded from the Research-Based Reading Instruction Allocation</u>?**

   SCSD has 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 <u>funded at each level using the Research-Based Reading Instruction Allocation</u>:**

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

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

<u>**Supports for Identification and Intervention of Students with Reading Deficiencies**</u>

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 <u>funded through the Research-Based Reading Instruction Allocation</u>?**

   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 Instruction Allocation:**

   a. **Elementary:** N/A
   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

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.:**

   Saxon Phonics, Curriculum Associates Ready 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?**

   $15,000.00

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.**

   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 (Suwannee Elementary), Deidre McManaway (Branford Elementary)

2. **Email Address:** amy.boggus@suwannee.k12.fl.us, deidre.mcmanaway@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:** June 10, 2019
   b. **Which days of the week is SRC offered:** Monday, Tuesday, Wednesday, Thursday
   c. **Number of instructional hours per day in reading:** 5.5
   d. **End Date:** July 25, 2019.
   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 demonstrated the ability to provide effective reading instruction and intervention as evidenced by student data and have highly effective evaluations. Reading endorsements are preferred.

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		12,377
District expenditures on professional development		0.00
District expenditures on summer reading camps		0.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools		0.00
Flexible Categorical Spending		0.00
	Sum of Expenditures	337,377.00
	Amount of district research-based reading instruction allocation for 2019-2020	337,377.00

Agenda
Reading Plan Initial Review
Tuesday, March 26, 2018
SCSD Resource Center
2:00 pm

- Overview of changes in reading plan
- Examination of data and achievement/growth/achievement gap goals
- Review of intervention/decision trees
  - How will we incorporate the MTSS process into our Reading Plan?
  - How will we determine who has a significant reading deficiency?
  - How will we define the criteria for exiting the reading intervention component in Focus?
- Next steps

Employee Name	Position	School
Elizabeth Johnston	MTSS	DO
Rebecca L. Carter	Academic Coach	SES
Lisa Garrison	Assist. Principal	SPS
Wendy Stevens	Instructional coach	SIS
Janene Fitzpatrick	Asst Supt.	D.O.
W. McManaway	Principal	BES
Debbie Land	Student Services	Dist
Kelli Williams	Coordinator of Reading	Dist.

# Agenda
Reading Plan Initial Review
Monday, April 8, 2019
2:00 pm

- Overview of changes in reading plan
- Examination of data and achievement/growth/achievement gap goals
- Review of intervention/decision trees
  o How will we incorporate the MTSS process into our Reading Plan
  o How will we determine who has a significant reading deficiency (and the nature of the deficiency)?
  o How will we define the criteria for exiting the reading intervention?
  o Who will need the reading endorsement beginning with the 2020 school year?
- Literacy Task Force
- Next Steps

Employee Name	Position	School
Mary Check-Cason	Gr. 8 Lang. Arts	SMS
Janene Fitzpatrick	Asst. Supt	D.O.
Kelly Waters	ESE Coordinator	D.O.
Debbie Land	Director	DO
Elizabeth Johnson	MTSS	DO
Diane Graug	Principal	SHS

Agenda
Reading Plan Initial Review
April 24, 2019
1:00 pm
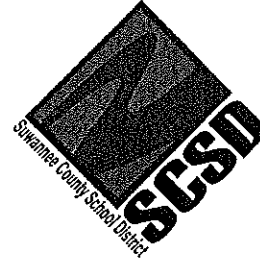
Welcome
- Collective Agreements
- Homework Protocol
- Decision Tree Protocol
- Literacy Task Force
- Next Steps

Employee Name	Position	School
DeeDee McManaway	Principal	BES
Elizabeth Johnston	MTSS	DO
Amy Boggus	Principal	SES
Becky Carter	Academic Coach	SES
Ona Hammon	Ast Principal	SPS
Kelly Driggers	Academic Coach	SPS
Kelli Williams	Coordinator of Reading	DO

Agenda
Reading Plan Final Review
Wednesday, May 8, 2019
SCSD
11:00 AM

- 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
Janene Fitzpatrick	Assistant Superintendent
Delia B. Land	Director of Student Services
Katrina Buis	Coordinator of Student and Family Support (ELL support)
Kelli Williams	Coordinator of District Professional Development and Reading K-12/Title II
	MTSS Coordinator
Keith Stacy	Coordinator of Technology
Rebecca L. Carter	Academic Coach SES

<u>Identification of Students with Reading Deficiencies and Intervention Supports</u>

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;

		SCSD Decision Tree-Elementary (K-5) Identification of Students with Reading Deficiencies and Intervention Supports			
Performance Benchmarks	The following tools are used to identify students with substantial deficiencies in reading: K-5 Universal Screening and Progress Monitoring: iReady Diagnostic-fall, winter, spring K-only Universal Screening and Diagnostic: FLKRS (Star Early Literacy) Fall				
	Kindergarten				
	IF			**Then**	**Resources**
	FALL	**WINTER**	**SPRING**		
Success Zone 1:	**Star Early Literacy:** SS of 497-529 **iReady on or above above the 41st percentile rank**	**Star Early Literacy:** SS of 497-529 **iReady on or above above the 41st percentile rank**	**Star Early Literacy:** SS of 497-529 **iReady on or above above the 41st percentile rank**	• Students will be supported through small groups to meet the varying needs of students for acceleration and maintenance.	Wonders Ready Reading Ready Tools for Instruction Saxon Phonics FCRR Activities Leveled Readers Accelerated Reader Program
Success Zone 2:	**STAR Early Literacy:**	**i-Ready** scale	**i-Ready** scale scores	• Individualized and small group with attention to oral language, alphabetic principle, concept of word, phonemic	Wonders Tier 2 Intervention Ready Reading

Students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component.	SS of 438-496 **i-Ready** scale scores between 26th and 40th percentile rank.	scores between 26th and 40th percentile rank.	between 26th and 40th percentile rank.	awareness, phonics and vocabulary as identified in iReady. ● Use the Diagnostic data in iReady to develop targeted instruction in areas of deficiency & to develop differentiated intervention plans for small group instruction. ● Use of Multi-sensory interventions ● Administer other available diagnostic assessments for analysis if necessary. ● Additional progress monitoring: ● STAR Early Literacy (monthly) or ● Growth Monitoring (monthly) ● If student does not respond positively to intervention, provide more intensity through additional time, smaller group size, and reduced skill focus, as determined by student support team. ● Student Support team will also assess appropriate placement of students with strong classroom performance and past assessment history. The team will examine appropriate progress monitoring data, state assessment data, and classroom performance to make these determinations. ●	Ready Tools for Instruction* Saxon Phonics* FCRR Activities* SRA*
Success Zone 3: *Students that fall into this category have a*	**STAR Early Literacy:** SS of 437- and below	**STAR Early Literacy:** SS of 437- and below	**STAR Early Literacy:** SS of 437- and below	● Student's parents will be notified of reading deficiency as required in 1008.25 (5), F.S. ● Reading Plan will be given to parents/guardians	Wonders Ready Reading Ready Tools for Instruction* Saxon Phonics* SRA*

	IF			Then	Resources
substantial reading deficiency. Parents of students in grades K-3 must be notified per section 1008.25, F.S. *Students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component.*	**i-Ready scale scores on or below the 25th percentile.** **A student has been retained due to reading deficiency**	**i-Ready scale scores on or below the 25th percentile.** **A student has been retained due to reading deficiency**	**i-Ready scale scores on or below the 25th percentile.** **A student has been retained due to reading deficiency**	● Individualized and small group with attention to oral language, alphabetic principle, concept of word, phonemic awareness as identified in iReady diagnostic reports. ● Multi-sensory interventions determined appropriate by the teacher and/or student support team in the school. ● Additional biweekly progress monitoring will occur based on the personalized intervention plan. ● If student does not respond positively to intervention, provide more intensity through additional time, smaller group size, and reduced skill focus. ● Additional diagnostics assessments may be given to determine more specific areas of weakness for each student as recommended by School Problem Solving teams. ● Student Support team will also assess appropriate placement of students with strong classroom performance and past assessment history. The team will examine appropriate progress monitoring data, state assessment data, and classroom performance to make these determinations.	

Grades 1-2					
	IF			**Then**	**Resources**
Success Zone 1:	**iReady** scale scores on	**iReady** scale scores on	**iReady** scale scores on or above	● Students will be supported through small groups to meet the varying needs of students for acceleration and maintenance.	Wonders Ready Reading Tools for Instruction*

	or above the 41st percentile rank	or above the 41st percentile rank	the 41st percentile rank		Saxon Phonics* FCRR Activities*
Success Zone 2:	**i-Ready** scale scores between 26th and 40th percentile rank.	**i-Ready** scale scores between 26th and 40th percentile rank.	**i-Ready** scale scores between 26th and 40th percentile rank.	● Individualized and small group instruction with attention to phonics, vocabulary, and comprehension as identified in iReady. ● Use the Diagnostic data in iReady to develop targeted instruction in areas of deficiency & to develop differentiated intervention plans for small group instruction. ● Use of Multi-sensory interventions ● Administer other available diagnostic assessments for analysis if necessary. ● Additional progress monitoring: STAR (monthly) or Growth Monitoring (monthly) ● If student does not respond positively to intervention, provide more intensity through additional time, smaller group size, and reduced skill focus, as determined by student support team. ● Student Support team will also assess appropriate placement of students with strong classroom performance and past assessment history. The team will examine appropriate progress monitoring data, state assessment data, and classroom performance to make these determinations.	Wonders Ready Reading Tools for Instruction Saxon Phonics* FCRR Activities* SRA*
Success Zone 3:	**i-Ready scale scores on**	**i-Ready scale scores on**	**i-Ready scale scores on**	● Student's parents will be notified of reading deficiency as required in 1008.25 (5), F.S.	Wonders Ready Reading Tools for Instruction*

Students that fall into this category have a substantial reading deficiency. Parents of students in grades K-3 must be notified per section 1008.25, F.S. *Students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component. in the Functional Basic Skills course.*	**or below the 25th percentile.** **A student has been retained due to reading deficiency**	**or below the 25th percentile** **A student has been retained due to reading deficiency**	**or below the 25th percentile** **A student has been retained due to reading deficiency**	● Reading Plan will be given to parents/guardians. ● Use of Multisensory interventions as determined by the teacher and/or student support team in the school. ● Additional biweekly progress monitoring will occur based on the personalized intervention plan. ● If student does not respond positively to intervention, provide more intensity through additional time, smaller group size, and reduced skill focus. 　○ Additional diagnostics assessments may be given to determine more specific areas of weakness for each student as recommended by student support team. ● Student Support team will also assess appropriate placement of students with strong classroom performance and past assessment history. The team will examine appropriate progress monitoring data, state assessment data, and classroom performance to make these determinations.	Saxon Phonics* SRA*

Grades 3-5					
		IF		Then	Resources
Success Zone 1:	**iReady scores on or above the 41st percentile** **FSA** Level 3, 4 and 5	**iReady scores on or above the 41st percentile** **FSA** Level 3, 4 and 5	**iReady scores on or above the 41st percentile** **FSA** Level 3, 4 and 5	● Students scoring on or above grade level according to the iReady diagnostics and/or Level 3, 4 or 5 on FSA ELA will be supported through small groups to meet the varying needs of students for acceleration and maintenance.	Wonders Ready Reading Tools for Instruction FCRR Activities Wordly Wise
Success Zone 2:	**i-Ready** scale scores between 26th and 40th percentile rank. **Grades 4-5 FSA** Level 2	**i-Ready** scale scores between 26th and 40th percentile rank. **Grades 4-5 FSA** Level 2	**i-Ready** scale scores between 26th and 40th percentile rank. **Grades 4-5 FSA** Level 2	● Individualized and small group with attention to oral language, alphabetic principle, concept of word, phonemic awareness, phonics and vocabulary as identified in iReady. ● Use the Diagnostic data in iReady to develop targeted instruction in areas of deficiency & to develop differentiated intervention plans for small group instruction. ● Use of Multisensory interventions as determined necessary by student support team ● Administer other available diagnostic assessments for analysis if necessary. ● Additional progress monitoring: STAR (monthly) or Growth Monitoring (monthly) ● If student does not respond positively to intervention, provide more intensity through additional time, smaller group size, and reduced skill focus, as determined by student support team.	Wonders Ready Reading Tools for Instruction* Phonics for Reading* FCRR Activities* SRA* Lexonik (SIS only)*

				● Student Support team will also assess appropriate placement of students with strong classroom performance and past assessment history. The team will examine appropriate progress monitoring data, state assessment data, and classroom performance to make these determinations.	
Success Zone 3: *Students that fall into this category have a substantial reading deficiency. Parents of students in grades K-3 must be notified per section 1008.25, F.S.* *Students will be reported in*	**i-Ready** scores more than one year below grade level **FSA** Level 1 on ELA Section **A student has been retained due to reading deficiency**	**i-Ready** scores more than one year below grade level **FSA** Level 1 on ELA Section **A student has been retained due to reading deficiency**	**i-Ready** scores more than one year below grade level **FSA** Level 1 on ELA Section **A student has been retained due to reading deficiency**	● Student's parents will be notified of reading deficiency as required in 1008.25 (5), F.S. ● Reading Plan will be given to parents/guardians. ● As per statute 1008.25, F.S. and House Bill 7069, a student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that includes specific reading strategies to meet the needs of each student promoted. ● Use of Multisensory interventions as determined appropriate by the teacher and/or student support team in the school. ● Additional biweekly progress monitoring will occur based on the personalized intervention plan.	Wonders Ready Reading Tools for Instruction* Phonics for Reading* SRA* Lexonik and Lexonik Leap (SIS only)* Rewards, Multisyllabic Word Reading Strategies

the Student Information System with an appropriate code for the Reading Intervention Component in a Functional Basic Skills course.				● If student does not respond positively to intervention, provide more intensity through additional time, smaller group size, and reduced skill focus. ○ Additional diagnostics assessments may be given to determine more specific areas of weakness for each student as recommended by student support team. ● Student Support team will also assess appropriate placement of students with strong classroom performance and past assessment history. The team will examine appropriate progress monitoring data, state assessment data, and classroom performance to make these determinations.	

*denotes multisensory intervention

	SCSD Decision Tree-Middle Grades (6-8) Identification of Students with Reading Deficiencies and Intervention Supports				
Performance Benchmarks	**The following tools are used to identify students with substantial deficiencies in reading: Florida Standards Assessment** **Universal Screening and Progress Monitoring: iReady Diagnostic-fall, winter, spring**				
	Grades 6-8				
	If:			**Then:**	Resources
Success Zone 1:	FSA scores levels 3, 4, and 5	FSA scores levels 3, 4, and 5	FSA scores levels 3, 4, and 5	● Needs are met in ELA course, through small groups to address the varying needs of students for acceleration and maintenance. ● Students earning level 3, 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.	Adopted curriculum: Houghton Mifflin Harcourt Collections iReady online instructional pathway Classroom Libraries
Success Zone 2:	FSA scores of level 2	FSA scores of level 2	FSA scores of level 2	● Intervention occurs in ELA course	Ready Reading

Students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component.				● 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 progress monitoring: ● STAR (monthly) or ● Growth Monitoring (monthly) ● Student Support Team (including parents) meeting(s) to design intervention plans to better support the learner ● Student Support team will also assess appropriate placement of students with strong classroom performance and past assessment history. The team will examine appropriate progress monitoring data, state assessment data, and classroom performance to make these determinations.	Ready Teacher Toolkit Ready Tools for Instruction
Success Zone 3: *Students will be reported in the Student Information System*	FSA-ELA scores of Level 1	FSA-ELA scores of Level 1	FSA-ELA scores of Level 1	● Students will be scheduled into an appropriate content area, intensive reading, research course, or critical thinking course. ● 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	Ready Reading Ready Teacher Toolkit Ready Tools for Instruction

with an appropriate code for the Reading Intervention Component.				areas. Using the i-Ready Instructional Planning- Student Report, determine specific skill areas that should be targeted through differentiated instruction. ● Additional biweekly progress monitoring will occur within the course using materials appropriate to the learners' goals. ● Additional reading diagnostic assessments to further determine deficiencies in student understanding ● Student Support Team (including parents) meeting(s) to design intensive intervention plans ● Student Support team will also assess appropriate placement of students with strong classroom performance and past assessment history. The team will examine appropriate progress monitoring data, state assessment data, and classroom performance to make these determinations	Edgenuity-

	SCSD Decision Tree-Secondary (9-12) **Identification of Students with Reading Deficiencies and Intervention Supports**			
Performance Benchmarks	**The following tools are used to identify students with substantial deficiencies in reading: Florida Standards Assessment** **Universal Screening and Progress Monitoring: STAR -fall, winter, spring**			
	9-12			
	If:		**Then:**	**Resources**
	fall	winter	spring		
Success Zone 1:	FSA scores level 3-5	FSA scores level 3-5	FSA scores level 3-5	Needs are met in ELA course through small groups to address the varying needs of students for acceleration and maintenance. ● Students earning level 3, 4 or 5 on FSA may participate in honors ELA courses ● Using the STAR Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the 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.	Adopted curriculum: Holt Rinehart and Winston Elements of Literature Novel studies Classroom Libraries CommonLIt (SHS) Study Island (SHS)
Success Zone 2:	FSA Level 2	FSA Level 2	FSA Level 2	● Interventions will occur in regular ELA course	Adopted curriculum:

Students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component.				● Using the STAR Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the 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. Students will utilize graphic organizers, taking notes, cognitive collaboration, academic discussions, questioning, making connections to text and authentic, real world application and writing in all content areas using grade level complex text (literary and informational). ● Additional progress monitoring: ● STAR (monthly) ● Student Support Team meeting(s) to design intensive intervention plans based on student performance. Student Support team will also assess appropriate placement of students with strong classroom performance and past assessment history. The team will examine appropriate progress monitoring data, state assessment data, and classroom performance to make these determinations.	Holt Rinehart and Winston Elements of Literature CommonLIt (SHS) Study Island (SHS)

Success Zone 3: *Students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component.*	FSA-ELA scores of Level 1 and/or	FSA-ELA scores of Level 1 and/or	FSA-ELA scores of Level 1 and/or	- Students will be scheduled into an intensive reading, research course, or critical thinking course. - Provide targeted intervention through increased intensity and smaller groups - Using the STAR Student Diagnostic Report, analyze mastery scores on all Sub-Domains to determine deficit areas. Using the Instructional Planning- Student Report, determine specific skill areas that should be targeted through intensive intervention. Students in these classes will utilize graphic organizers, taking notes, cognitive collaboration, academic discussions, questioning, making connections to text and authentic, real world application and writing in all content areas using grade level complex text (literary and informational). - Additional biweekly progress monitoring will occur within the course using materials appropriate to the learners' goals. - Additional reading diagnostic assessments may be administered to further determine deficiencies in student understanding - Student Support Team meeting(s) to design intensive intervention plans based on student performance. Student Support team will also assess appropriate placement of students with strong classroom performance and	Adopted curriculum Holt Rinehart and Winston Elements of Literature Edgenuity (Grades 11-12) CommonLIt (SHS) Study Island (SHS)

				past assessment history The team will examine appropriate progress monitoring data, state assessment data, and classroom performance to make these determinations..	