

## St. Johns 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:** Christine Stephan

**Contact Email:** [Christine.stephan@stjohns.k12.fl.us](mailto:Christine.stephan@stjohns.k12.fl.us)

**Contact Telephone:** 904-547-7644

### 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.**

	2015- 2016 Actual	2016- 2017 Goal	2016- 2017 Actual	2017- 2018 Goal	2017- 2018 Actual	2018- 2019 Goal	2019- 2020 Goal
Performance Goals							
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	73	75	75	77	74	78	79

	2015- 2016 Actual	2016- 2017 Goal	2016- 2017 Actual	2017- 2018 Goal	2017- 2018 Actual	2018- 2019 Goal	2019- 2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	61	63	63	65	61	67	68

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
						25	22
White/African American	33	30	33	28	35		
White/Hispanic	6	5	6	5	5	4	4
Economically Disadvantaged/Non-Economically Disadvantaged	29	26	29	25	28	22	19
Students with Disabilities/Students without Disabilities	48	43	46	40	45	36	32
English Language Learners/ Non-English Language Learners	33	30	37	31	30	26	22

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

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

The Summer Reading Program is supported through Comprehensive Research-Based Reading Plan funds and provides targeted reading support for students in grades 1, 2, and 3 who have a reading deficiency. During the five-week program, students receive research-based, systematic, multi-sensory phonics instruction through SIPPS or Wilson Reading System on a daily basis. The instruction is provided at each student's current level as determined by iReady Needs Analysis in the area of phonics and through reading inventories. Students also receive approximately 45 minutes per week on iReady Instruction online,

which is monitored by the teacher and is customized to the student's individual learning path in the reading domains. In addition, teachers utilize Being a Reader, Ready Teacher Toolbox, and Being a Writer in a small group instructional setting to address grade-level ELA standards.

Funds from the CRBRP are used to fund an Instructional Literacy Coach (ILC) at schools identified through performance data and/or achievement gap data as having a need for support. The ILCs receive intensive professional development in explicit reading instruction, dyslexia, multi-sensory reading instruction, and SIPPS. The purpose of the trainings is to equip the ILCs with the necessary information to assist teachers as they provide support to students with a reading deficiency. The literacy coach also provides instructional support to teachers through Professional Learning Communities, coaching, data analysis, response to intervention/MTSS, and best practices in literacy instruction.

**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 Planning, Accountability and Assessment Department is responsible for district-wide assessments and progress monitoring. The PAA Department continues to provide a comprehensive data dashboard for every school, which allows data to be closely monitored at the school level. The Curriculum and Instruction Department, including content area specialists, also reviews student progress-monitoring data for each school.

In February, the Curriculum and Instruction Department participates in a mid-year review of iReady diagnostic data after the second diagnostic is administered. The information gained from the review is utilized to identify schools that may need additional support. The information is shared with school leadership.

**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.**

iReady diagnostic data for students in kindergarten through 5<sup>th</sup> grade will be collected and analyzed at the district level in order to determine progress toward district goals. Students in the bottom quartile in grades 6, 7, and 8 are assessed using iReady as the progress-monitoring tool. Additionally, district midterms, final exams, and research-based tools are used to monitor progress toward district goals for grades 6-12.

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

All K-8<sup>th</sup> grade students in the bottom quartile will be monitored for progress using iReady diagnostic data, which will be collected and analyzed at the district level up to three times per year. For grades 6-12, progress is formally reviewed at the district level at mid-year and end of the year.

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

The directors for Elementary and Secondary Instructional Services conduct annual fidelity checks, visiting each school and conferring with the school leadership team to determine that appropriate interventions are in place for students who have a reading deficiency. The school leadership team completes a comprehensive fidelity check form prior to the visit. Principal evaluators, including associate superintendents and deputy superintendents, also participate in the fidelity check visits. In addition, the Instructional Services team coordinates and collaborates with district ESE, ELL, and MTSS team members to have consistent expectations and support for schools.

**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?**

The Coordinator for Literacy K-12 and the Elementary and Secondary Program Specialists are responsible for ensuring classroom instruction is aligned to grade-level Florida Standards. This is done through comprehensive, district ELA curriculum maps and pacing guides, which teachers are expected to use when planning for instruction. Principals monitor instruction at the school level, and are encouraged to use the Year-at-a-Glance documents as a guide.

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

Midterm data, iReady diagnostic assessment data, and FSA performance data will be collected as evidence that classroom instruction is aligned to grade-level Florida Standards. Teachers are provided detailed, standards-aligned curriculum maps and pacing guides. Common formative assessments are developed by school-based PLC teams and results are monitored for progress toward mastery of grade-level standards at targeted schools.

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

For students in grades K-5, iReady diagnostic assessment data will be collected up to three times per year. For students in grades 3-12, FSA performance data is collected and carefully analyzed annually. For students in grades 6-12, midterm data and final exam data will each be collected one time per year.

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

See Appendix A.

### **Research-Based Reading Instruction Allocation**

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

### **Professional Development**

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for 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.?**

Christine Stephan, Director for Elementary Instructional Services

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

\$0

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.

Reading Content #1013001

Instructional Techniques and Materials for ESE #2100001

MTSS #7415001

### **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 ST. JOHNS COUNTY**

### **INSTRUCTIONAL - LITERACY COACH**

#### **JOB DESCRIPTION**

#### **QUALIFICATIONS:**

- (1) Master's degree from an accredited educational institution preferred.
- (2) Valid Florida teacher certification in appropriate area.
- (3) Reading certification or endorsement required – out-of field temporary certification is possible. Two competencies must be completed each year as a condition for reappointment.
- (4) Evidence of leadership in staff development.

- (5) Demonstrated success working with and through people establishing goals, objectives and action plans to produce expected ends/results.
- (6) Must meet the Every Student Succeeds Act regulations and requirements.
- (7) Satisfactory criminal background check and drug screening.

### **KNOWLEDGE, SKILLS AND ABILITIES:**

Knowledge of instructional programs and adult learning processes. Ability to work and communicate effectively with people to focus resources (both human and financial) toward the achievement of the school's expected resolutions. Candidate understands that quality teaching and learning are the essential processes and product of public schools and has the ability to utilize human and financial resources toward this end. Knowledge of prescribed curriculum. Basic understanding and knowledge of current technology. Knowledge of learning styles and skill in using 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 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 work effectively with peers, administrators and others. Knowledge of Florida Educator Accomplished Practices and Teacher Competencies.

### **REPORTS TO:**

Principal or designee

### **JOB GOAL**

The Literacy coach will serve in an instructional resource and support role to the students and staff in order to facilitate the implementation and achievement of the school's instructional goals. Each employee of the St. Johns County School Board will model the six pillars (as defined by Character Counts!) of the character education program.

### **SUPERVISES:**

N/A

### **PERFORMANCE RESPONSIBILITIES:**

#### **Planning/Preparation/Service Delivery**

- \*(1) Train and coach teachers to implement the Florida Standards for English Language Arts.
- \*(2) Train and coach teachers to correlate the Florida Standards for English Language Arts with their instructional planning and use of instructional materials.

- \* (3) Train and coach teachers to develop an understanding of instructional expectations based on appropriate data gathered throughout the assessment cycle of screening, diagnosing, progress-monitoring, and reviewing outcome data.
- \* (4) Model and coach teachers to use high yield instructional strategies while implementing the Florida Standards to meet the needs of all students.
- \* (5) Train and coach teachers to implement differentiated instruction methods within both the content area and reading classrooms.
- \* (6) Conference with teachers to interpret formal and informal assessment data and plan instruction.
- \* (7) Conference with teachers using data to effectively inform instruction in Professional Learning Community meetings.
- \* (8) Provide demonstration classroom opportunities for reading and content teachers followed by coaching and conferencing opportunities with individual teachers.
- \* (9) Support administration in the appropriate placement of secondary students in reading classes to meet legislative mandates.
- \* (10) Support school-wide reading incentive programs.
- \* (11) Inform and assist teachers to implement and monitor the K-12 Comprehensive Reading Plan strategies along with other site-based literacy goals that are grounded in student data.
- \* (12) Serve as active participant on MTSS/PBS Core Team.
- \* (13) Assist with ESE programs.
- \* (14) Promote in all District and feeder pattern instructional initiatives.
- \* (15) Serve as an Instructional Coach and mentor to individual teachers.
- \* (16) Serve as an active member of the school's instructional committee or leadership team.
- \* (17) Work collaboratively with Academic Services Department.
- \* (18) Assist the principal and teachers with the school's instructional assessment program through test preparation, analysis of data and alignment of data with curriculum to improve instruction.
- \* (19) Assist with the responsibility and support for planning, developing and implementing programs, activities, interventions/enrichment and functions designed to achieve school and District instructional goals.
- \* (20) Work with teachers and staff to identify instructional issues for which they may need expertise and support services.
- \* (21) Coach teachers on how to implement student interventions.
- \* (22) Assist teachers in implementing student intervention plans.
- \* (23) Assist teachers in working with parents of low achieving students.
- \* (24) Assist teachers in working with low achieving students.
- \* (25) Provide staff development opportunities on a continuous basis to encourage ongoing professional growth through activities such as the following: study groups, coaching/mentoring, facilitation of information/resources, demonstration teaching, presentations and classroom action research.

### **Expectations of All Employees**

- \* (26) Meet and deal effectively with the general public, staff members, parents, administrators and other contact persons using tact and good judgment.
- \* (27) Follow attendance, punctuality, proper dress code and other qualities of an appropriate work ethic.
- \* (28) Ensure adherence to good safety standards.



- \*(29) Maintain confidentiality regarding school/workplace matters.
- \*(30) Model and maintain high ethical standards.
- \*(31) Maintain expertise in assigned area to fulfill position goals and objectives.
- \*(32) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
- \*(33) Demonstrate initiative in the performance of assigned responsibilities.
- \*(34) Each employee of the St. Johns County School Board is charged with the responsibility of being familiar with the Character Counts program and with modeling the characteristics of citizenship, character education and literacy.

### **Inter/Intra-Agency Communication and Delivery**

- \*(35) Use technology resources effectively.
- \*(36) Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.
- \*(37) Communicate effectively, both orally and in writing, with other professionals, students, parents and community.
- \*(38) Provide accurate and timely information to parents and students about academic and behavioral performance of students.
- \*(39) Collaborate with other professionals and parents after recognizing student distress or abuse.
- \*(40) Collaborate with peers and other professionals to enhance student learning.
- \*(41) Promote and publicize the school instructional initiatives to the public, both internal and external.
- \*(42) Respond to concerns, communication attempts, and inquiries in a timely manner.

### **Professional Growth and Improvement**

- \*(43) Engage in a continuing improvement of professional skills and knowledge.
- \*(44) Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.
- \*(45) Attend and participate successfully in monthly ILC meetings, pre-service and training programs offered to increase skills, proficiency and character education related to assignment.
- \*(46) Participate successfully in training programs, conferences, and workshops as assigned or appropriate to keep abreast of current practices, programs, legal issues, and character education.

### **Systemic Functions**

- \*(47) Assist in assessing changing curricular needs and plans for improvement.
- \*(48) Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.
- \*(49) Evaluate the effectiveness of instructional units and teaching strategies.
- \*(50) Keep supervisor informed of potential problems or unusual events.

- \* (51) Follow federal and state laws as well as School Board policies, rules, and regulations.
- \* (52) Prepare all required reports and maintain all appropriate records.

### **Leadership and Strategic Orientation**

- \* (53) Model characteristics of citizenship, character education, and literacy.
- \* (54) Set high standards and expectations as they relate to the district's character program.
- \* (55) Exhibit interpersonal skills to work as an effective team member.
- \* (56) Demonstrate initiative in identifying potential problems or opportunities for improvement.

\*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

### **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 annually in accordance with provisions of the Board's policy on evaluation of personnel.

### **POSITION CODE:**

64012

### **FLSA STATUS:**

**BOARD APPROVED:** May 2009, December 2010, September 2013

**REVISED:** January 2018

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

The following schools have literacy coaches funded through the RBRIA: Crookshank Elementary, WD Hartley Elementary, Ketterlinus Elementary, Liberty Pines Academy, Mill Creek Academy, Picolata Crossing, Osceola Elementary, Otis Mason Elementary, South Woods Elementary, Timberlin Creek Elementary School, The Webster School, Gamble

Rogers Middle School, Murray Middle School, Pacetti Bay Middle School, Sebastian Middle School, Pedro Menendez High School, St. Augustine High School, St. Johns Technical High School.

The remaining schools have a literacy coach funded through district funds.

- 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.**

The schools with literacy coaches funded through the RBRIA have been identified as having the greatest need based upon student data, including FSA/achievement gap subgroup data and progress-monitoring data.

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

- a. Elementary: 11**
- b. Middle: 4**
- c. High: 3**

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

In addition to the Marzano evaluation system, the effectiveness of literacy coaches is measured through student proficiency and growth data on i-Ready, FSA, and district mid-terms. Additionally, improved teacher instructional practices, positive relationships with teachers, positive impact on PLCs, impact on student interventions, and information reflected in the annual fidelity check are considered.

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

Approximately \$1,502,244

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

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

- 1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?**

N/A

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.

N/A

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

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

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

\$0

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

N/A

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

N/A

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.

School-based funds were utilized to purchase intensive, explicit, systematic and multisensory interventions. Training for SIPPS was provided for ILCs and teachers through the Instructional Services Department and The Center for the Collaborative Classroom. The Title IV grant covered the cost associated with Wilson Reading System training for one person from most elementary and middle schools. Additional Wilson Reading System training is planned for the summer of 2019.

### **Summer Reading Camps**

Please complete the following questions regarding SRC:

- 1. SRC Supervisor Name: Christine Stephan
- 2. Email Address: [Christine.stephan@stjohns.k12.fl.us](mailto:Christine.stephan@stjohns.k12.fl.us)
- 3. Phone Number: 904-547-7644

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

Crookshank Elementary, Otis Mason Elementary, Timberlin Creek Elementary, Palencia Elementary, South Woods Elementary, Transitions, Valley Ridge Academy, and RB Hunt Elementary

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

- a. Start Date:** June 10
- b. Which days of the week is SRC offered:** M, T, W, TH, F
- c. Number of instructional hours per day in reading:** 4
- d. End Date:** July 12
- e. Total number of instructional hours of reading:** 96

**6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes, all grade 3 teachers are highly effective

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

12:1

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

Yes, grades 1 and 2

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

iReady diagnostic data from the spring of 2019 will be compared to the August/September 2019 iReady diagnostic data.

**300 Lowest-Performing Elementary Schools**

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

This may be found in Appendix C.

## **Budget Review**

Estimated proportional share distributed to district charter schools	15,000
District expenditures on reading coaches	1,513,584
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	99,942
District expenditures on professional development	0
District expenditures on summer reading camps	342,985
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	1,971,511
Amount of district research-based reading instruction allocation for 2019-2020	1,971,511

## APPENDIX A

Comprehensive Reading Plan

Collaborative Planning Meeting

March 13, 2019

10:15 a.m.

Name	Position	Signature
1. Christine Stephan	Dir. El. Instr.	Christine Stephan
2. Lisa Bell	ESE Director	Lisa Bell
3. Michelle Curtin	Coord. Int. Serv.	Michelle Curtin
4. Jay DiMartino	Sec. ELA Spec.	Jay DiMartino
5. Lourdes Khesrozadeh	Fed Prog Spec.	J. Khesrozadeh
6. Mollie Altick-Maggioli	Curriculum (ELA) Coordinator	Mollie Altick-Maggioli
7. Rebecca England	Elementary Literacy Specialist	Rebecca England
8.		

## Comprehensive Reading Plan Follow Up Meeting

April 3, 2019

3:00-4:30 p.m.

Supt Conference Room

Committee: Lisa Bell (ESE), Lourdes Khosrozadeh (ELL), Michelle Curtin (MTSS), Mollie Altick-Magill (K-12 ELA), Jay DiMartino (6-12 ELA), Rebecca England (K-5 ELA), Christine Stephan (K-5 curriculum)

### Review and Discuss Body of the Plan (30 minutes)

- Subgroup Gap Data (Chris)
- District-Level Leadership questions 2-6 (Chris)
- Professional Development (Chris)
- Reading/Literacy Coaches (Chris and Mollie)
- Summer Reading Program (Chris and Becca)

### Review and Discuss Decision Tree Drafts (20 minutes)

- Elementary (Becca)
- Middle School (Jay)
- High School (Jay)

### Review and Discuss CRP Survey Responses (15 minutes)

- Elementary Survey (Chris)
- Secondary Survey (Chris)

### Sign-In

1. Christine Stephan Dir. for El. Instr.
2. Rebecca England ELA Program Specialist
3. Jay DiMartino ELA Program Specialist
4. Michelle Curtin Coord. Intervention Services
5. Mollie Altick-Magill
6. Lourdes Khosrozadeh
7. Lisa Bell - ESE Director



## Comprehensive Reading Plan Follow Up Meeting

April 16, 2019

3:30-4:30 p.m.

Chris's Office

Committee: Lisa Bell (ESE), Lourdes Khosrozadeh (ELL), Michelle Curtin (MTSS), Mollie Altick-Magill (K-12 ELA), Jay DiMartino (6-12 ELA), Christine Stephan (K-5 curriculum)

### Review and Discuss Body of the Plan (5 minutes)

- Any other revisions?

### Review and Discuss Decision Tree Drafts (20 minutes)

- Elementary (Chris)
- Middle School (Jay)
- High School (Jay)

### Review and Discuss CRP Survey Responses (15 minutes)

- Elementary Survey (Chris)
- Secondary Survey (Chris)
- How to incorporate information into the plan?

### Sign-In

1. Michelle Curtin Dir for Elem Instr.
2. Lisa Bell Dir for ESE
3. Mollie Altick-Magill curr. coordinator ELA
4. Michelle Curtin Int. Serv. Coord.
5. Jay DiMartino ELA Program Specialist (Sec)
6. Lourdes Khosrozadeh ESOL Fed Prog.
7. \_\_\_\_\_

\*Input used in developing the Comprehensive Research-Based Reading Plan was obtained from principals, assistant principals and ILCs through a survey.

Meeting Agenda  
MIS, Curriculum, and MTSS

Data Element 168521

June 17, 2019

8:30am-9:30am

In attendance:

Michelle Curtin, Coordinator for Intervention Services

Mollie Altick-Magill, K-12 Literacy Curriculum Coordinator

Nicole Cubbedge, Executive Director of Planning & Government Relations

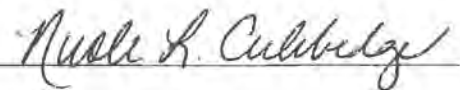
Christian Eidsmoe, FTE Administrator

- Shared decision trees with MIS operators
- Data element 168521
- Coding procedures for next year
- Formal communication form for computer operators when students move from tier 2 to 3
- Future plans of the roll out

Attendance Signatures:

  
\_\_\_\_\_

  
\_\_\_\_\_

  
\_\_\_\_\_

## APPENDIX B

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

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

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

The charts must contain the following information:

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

**SJCSD Decision Tree – Elementary (K-5)**  
**Supports for Identification of Students with Reading Deficiencies**

Grade Level	K-2												3-5													
Performance Benchmarks	The following tools are used to <u>identify</u> students with substantial deficiencies in reading. <ul style="list-style-type: none"><li>• iReady Diagnostic Assessment (up to three times each year)</li><li>• Developmental Reading Assessment (DRA) OR Benchmark Assessment System (BAS) (2-4 times each year)</li></ul>																									
	STAR Early Literacy [Florida Kindergarten Readiness Screener (FLKRS): kindergarten only, once within first 30 days of school]												Florida Standards Assessment (FSA) (once each year)													
*Conditions	In addition to teacher observations and additional school-based MTSS Team criteria, one or more of the following conditions will be used to determine <u>whether a student has a substantial reading deficiency</u> . <u>Parents</u> of identified students <u>will be notified</u> of the deficiency.																									
	TOOL		Kindergarten				First Grade				Second Grade				Third Grade				Fourth Grade				Fifth Grade			
	FSA																		Level 1 or 2				Level 1 or 2			
	iReady		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring	
			NA		361		347		433		419		488		474		510		496		556		542		580	
	quarter		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
	DRA		NA		1	1	1	2	4	6	8	12	14	16	18	20	24	28	30	30	34	38	40	40	40	40
	BAS				A	A	A	B	C	D	E	G	H	I	J	K	L	M	N	N	O	P	Q	Q	R	S
	FLKRS		Scale score of 437 or less																							
	*The conditional scores included above represent the equivalence of one grade level behind (with the exception of kindergarten).																									

## SJCSD Decision Tree – Elementary (K-5)

### Supports for Intervention of Students with Reading Deficiencies

Area of Intervention	Intervention Support ( <i>intensive, explicit, systematic, multisensory</i> **)		
IF a student has an instructional need in the skill area of...	THEN MTSS teams <i>consider</i> using one of the following evidence-based resources for...		
	READING INTERVENTION Tier 2		INTENSIVE READING INTERVENTION Tier 3
Basic Reading Skills: Phonics	<ul style="list-style-type: none"><li>• Barton **</li><li>• Earobics</li><li>• HearBuilders</li><li>• iSPIRE/SPIRE</li></ul>	<ul style="list-style-type: none"><li>• Lindamood Phoneme Sequencing (LiPS) **</li><li>• Phonics for Reading (grades 3-5)</li><li>• Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) **</li><li>• Wilson Foundations (K-2); Wilson Reading System (2-5) **</li></ul>	Students who have not responded to a specific reading intervention through Tier 2 instruction will move into <b>Tier 3</b> , where their <u>instruction</u> will be <u>modified and intensified</u> .  The <b>MTSS team</b> will analyze data to create a more targeted instructional plan using one or more of the modifications listed below: <ul style="list-style-type: none"><li>○ Smaller <u>group size</u></li><li>○ Increased <u>frequency</u> of intervention</li><li>○ Change in <u>instructional resource</u></li></ul>
Fluency	<ul style="list-style-type: none"><li>• Earobics</li><li>• Great Leaps</li></ul>	<ul style="list-style-type: none"><li>• Read Naturally</li><li>• Rewards (4-5)</li></ul>	
Oral Expression	<ul style="list-style-type: none"><li>• Language for Learning</li><li>• Learning Lab</li></ul>	<ul style="list-style-type: none"><li>• Visualizing and Verbalizing</li></ul>	
Reading Comprehension	<ul style="list-style-type: none"><li>• Leveled Literacy Intervention (LLI)</li></ul>	<ul style="list-style-type: none"><li>• Ready Toolbox</li><li>• SRA Early Instruction in Reading</li></ul>	
Listening Comprehension	<ul style="list-style-type: none"><li>• Earobics</li><li>• HearBuilders</li></ul>	<ul style="list-style-type: none"><li>• Language for Learning</li><li>• Visualizing and Verbalizing</li></ul>	
Written Expression	<ul style="list-style-type: none"><li>• Language for Writing</li></ul>	<ul style="list-style-type: none"><li>• Leveled Literacy Intervention (LLI)</li></ul>	
	Tier 2 interventions are typically conducted in small group settings (4-6 students) at least 2-3 times weekly.		

\*All tiered students receive the Reading Intervention Component code A or B and have scheduled reading interventions. Rate of progress in Tier 2 over time guides the length and intensity of intervention. If students in Tier 2 do not make adequate progress, then in addition they receive tier 3 interventions and are identified as having a substantial reading deficiency.

**SJCSD Decision Tree – Middle School (6-8)**  
**Supports for Identification of Students with Reading Deficiencies**

Grade Level	6-8			
Performance Benchmarks	The following tools are used to <u>identify</u> students with substantial deficiencies in reading.			
	<p style="text-align: center;">Florida Standards Assessment (FSA) (once each year)  i-Ready (up to three times per year)</p>			
Conditions	In addition to teacher observation and additional school-based criteria, one or more of the following conditions will be used to determine <u>whether a student has a substantial reading deficiency</u> . <u>Parents of identified students will be notified of the deficiency</u> .			
	TOOL	Sixth Grade	Seventh Grade	Eighth Grade
	FSA	Level 1 or 2	Level 1 or 2	Level 1 or 2
	iReady	< 597	<608	<619
	The conditional scores included above represent the equivalence of one grade level behind.			
Reading Supports	<p>All reading support is continued until a student's reading deficiency is remediated and will include the following components:</p> <ul style="list-style-type: none"> <li>• Targeted and intensive instruction for specific skill development</li> <li>• Variety of opportunities for repetitions (repeated exposures)</li> <li>• Smaller chunks of text or content</li> <li>• Guided and independent reading and practice</li> <li>• Skill development and practice integrated into all activities</li> <li>• Frequent monitoring</li> <li>• Criterion-based evaluation of success</li> </ul>			

## SJCS D Decision Tree – Middle School (6-8)

### Supports for Intervention of Students with Reading Deficiencies

Area of Intervention	Intervention Support ( <i>intensive, explicit, systematic, multisensory</i> )		
IF a student has an instructional need in the skill area of...	THEN MTSS teams <i>consider</i> using one of the following resources for...		
	Tier 2 INSTRUCTION		MODIFIED INSTRUCTION Tier 3
<b>Basic Reading Skills: Phonics</b>	<ul style="list-style-type: none"> <li>• Barton</li> <li>• Phonics for Reading</li> <li>• Lindamood Phoneme Sequencing (LiPS)</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson Reading Systems (2-12)</li> <li>• Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) <i>Plus or Challenge</i></li> </ul>	<p>Below is an explanation of how <u>instruction will be modified and intensified</u> for students who have not responded to a specific reading intervention. The <b>MTSS team</b> will analyze data to create a more targeted instructional plan using one or more of the modifications listed below:</p> <ul style="list-style-type: none"> <li>○ Smaller group size</li> <li>○ Increased frequency of intervention</li> <li>○ Change in resource</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Fast Forward</li> <li>• Re-reading Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• Rewards</li> </ul>	
<b>Oral Expression</b>	<ul style="list-style-type: none"> <li>• Oral Conferencing</li> <li>• Visualizing and Verbalizing</li> </ul>		
<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>• CRISS, NGCAR-PD, or WICOR strategies</li> <li>• iReady Online Instruction</li> <li>• Leveled Literacy Intervention (LLI)- Purple (4-5) and/or Teal (6-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Coach</li> <li>• Read 180</li> <li>• Ready Toolbox</li> <li>• Targeted small group instruction</li> </ul>	
<b>Listening Comprehension</b>	<ul style="list-style-type: none"> <li>• Conferencing after reading with student</li> </ul>	<ul style="list-style-type: none"> <li>• Visualizing and Verbalizing</li> </ul>	
<b>Written Expression</b>	<ul style="list-style-type: none"> <li>• Leveled Literacy Intervention (LLI)- Purple (4-5) and/or Teal (6-8)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conferences with feedback</li> </ul>	

\*All tiered students receive the Reading Intervention Component code A or B and have scheduled reading interventions. Rate of progress in Tier 2 over time guides the length and intensity of intervention. If students in Tier 2 do not make adequate progress, then in addition they receive tier 3 interventions and are identified as having a substantial reading deficiency.

**SJCSD Decision Tree – High School (9-12)**  
**Supports for Identification of Students with Reading Deficiencies**

Grade Level	9-12			
Performance Benchmarks	The following tools are used to <u>identify</u> students with substantial deficiencies in reading.			
	Florida Standards Assessment (FSA) (once each year) Achieve 3000 (up to three times per year)			
Conditions	In addition to teacher observation and additional school-based criteria, one or more of the following conditions will be used to determine <u>whether a student has a substantial reading deficiency</u> . <u>Parents of identified students will be notified of the deficiency.</u>			
	TOOL	Ninth Grade	Tenth Grade	Eleventh/Twelfth Grade
	FSA	Level 1 or 2	Level 1 or 2	Level 1 or 2
	Achieve 3000	< 775	<830	<950
	The conditional scores included above represent the equivalence of one grade level behind.			
Reading Supports	All reading support is continued until a student's reading deficiency is remediated and will include the following components: <ul style="list-style-type: none"> <li>• Targeted and intensive instruction for specific skill development</li> <li>• Variety of opportunities for repetitions (repeated exposures)</li> <li>• Smaller chunks of text or content</li> <li>• Guided and independent reading and practice</li> <li>• Skill development and practice integrated into all activities</li> <li>• Frequent monitoring</li> <li>• Criterion-based evaluation of success</li> </ul>			



## SJCSD Decision Tree – High School (9-12)

### Supports for Intervention of Students with Reading Deficiencies

Area of Intervention	Intervention Support ( <i>intensive, explicit, systematic, multisensory</i> )		
IF a student has an instructional need in the skill area of...	THEN MTSS teams <i>consider</i> using one of the following resources for...		
	Tier 2 INSTRUCTION		MODIFIED INSTRUCTION Tier 3
<b>Basic Reading Skills: Phonics</b>	<ul style="list-style-type: none"> <li>• Barton</li> <li>• Phonics for Reading</li> <li>• Lindamood Phoneme Sequencing (LiPS)</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson Reading Systems (2-12)</li> <li>• Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) <i>Plus or Challenge</i></li> </ul>	<p>Below is an explanation of how <u>instruction will be modified and intensified</u> for students who have not responded to a specific reading intervention. The <b>MTSS team</b> will analyze data to create a more targeted instructional plan using one or more of the modifications listed below:</p> <ul style="list-style-type: none"> <li>○ Smaller group size</li> <li>○ Increased frequency of intervention</li> <li>○ Change in resource</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Fast Forward</li> <li>• Re-reading Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Rewards</li> </ul>	
<b>Oral Expression</b>	<ul style="list-style-type: none"> <li>• Oral Conferencing</li> <li>• Visualizing and Verbalizing</li> </ul>		
<b>Reading Comprehension</b>	<ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• CRISS, NGCAR-PD, or WICOR strategies</li> <li>• Leveled Literacy Intervention (LLI)-Teal (6-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Read 180</li> <li>• Targeted small group instruction</li> </ul>	
<b>Listening Comprehension</b>	<ul style="list-style-type: none"> <li>• Conferencing after reading with student</li> </ul>	<ul style="list-style-type: none"> <li>• Visualizing and Verbalizing</li> </ul>	
<b>Written Expression</b>	<ul style="list-style-type: none"> <li>• Leveled Literacy Intervention (LLI)-Teal (6-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing conferences with feedback</li> </ul>	

\*All tiered students receive the Reading Intervention Component code A or B and have scheduled reading interventions. Rate of progress in Tier 2 over time guides the length and intensity of intervention. If students in Tier 2 do not make adequate progress, then in addition they receive tier 3 interventions and are identified as having a substantial reading deficiency.