



Reading Plan

SY 2016-2017

“Once you learn to read, you will be forever free.”
~Fredrick Douglas

Introduction and Background

The purpose of this guidance document is to help each district revise their K-12 Comprehensive Research-Based Reading Plan pursuant to Section 1011.62, Florida Statute (F.S.), and [Rule 6A-6.053](#), Florida Administrative Code (F.A.C.). In 2006, funds for reading became an allocation through the Florida Education Finance Program (FEFP).

In order to receive this reading funding, districts must write a K-12 Comprehensive Research-Based Reading Plan ensuring **that a system of comprehensive reading instruction is being provided to students enrolled in the K-12 programs**. Funds may be expended on the following:

- The provision of 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;
- The provision of 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 scientifically based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- The provision of summer reading camps for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by state assessments and students in grades 3 through 5 who score at Level 1 on statewide, standardized reading assessment or, upon implementation, the English Language Arts (ELA) assessment;
- The provision of supplemental instructional materials that are grounded in scientifically based reading research; and
- The provision of 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 reading assessment.

This online plan serves as a useful source of information to stakeholders. The plan should accurately depict and detail the role of administration (both district and building level), professional development, assessment, curriculum and instruction in the improvement of student learning. **This information should be reflected for all schools and grade levels,**

including charter schools, alternative schools and juvenile justice facilities and should also reflect the needs of all student subgroups and how student needs are met along the full continuum of a multi-tiered system of support. The subgroups delineated in the [Florida's State Board of Education Strategic Plan](#) are as follows: American Indian, Asian, Black/African American, Hispanic, White, Economically Disadvantaged, English Language Learners (ELL) and Students with Disabilities. When “all” students are referenced throughout the plan, it is meant to include the subgroups. When “all” instructional staff is referenced, it is meant to be all inclusive, meaning the reference would pertain to general education teachers, content area teachers, Exceptional Student Education (ESE) teachers, ELL teachers, etc.

The guidelines provided for districts, schools, principals and teachers within the K-12 Comprehensive Research-Based Reading Plan are aligned with the critical components of the multi-tiered system of supports framework, including data-based problem-solving, utilizing student-centered response to instruction/intervention data to make educational decisions. Key elements of a multi-tiered system involve 1) providing effective core instruction for all students; 2) administering high quality assessments to monitor progress and identify students and systems in need of intervention; 3) instructional use of a wide variety of complex texts to challenge student vocabulary and comprehension learning; and 4) designing and implementing interventions that are matched to student needs. Through the implementation of the K-12 Comprehensive Research-Based Reading Plan, Florida schools continue to build proficiency in the implementation of an effective multi-tiered system of supports meeting the needs of all students.

Charter Schools

Please note that charter schools must be given the opportunity to participate in the district plan. Charter schools that choose to participate in the plan must meet the requirements and guidance outlined in this document; however, they may meet these requirements through methods that differ from those in the district plan. For example, if an entire school district uses one core reading program in their elementary schools and the elementary charter school chooses to use another state-adopted core program, this is acceptable.

One plan must be submitted for each district that includes those charter schools that choose to participate.

The following statements summarize the district and charter school responsibilities. The following must be documented.

- District's offer of invitation to charter schools to participate in the plan
- District's assurance that they will monitor charter schools for fidelity to the plan
- Charter school's agreement to implement the plan with fidelity OR charter school's decision not to participate
- Charter school's agreement to be monitored by the school district for fidelity to the plan

As with any school in the district, charter schools will not receive a set amount of funding through the reading allocation based upon their student enrollment but will be subject to the district prioritization of funds based on need. If charter schools decline to participate, the funds that would have been directed to them remain in the district to serve low-performing schools.

All charter schools must be listed as “opt out” on Charts C, F or I or have the appropriate information listed in those charts.

Department of Juvenile Justice Facilities

Department of Juvenile Justice (DJJ) facilities, even if they serve students from multiple counties and/or are administered by companies contracted by the district, are public schools. The students in these schools must be served and DJJ facilities may not “opt out” of the K-12 Comprehensive Research-Based Reading Plan, nor may N/A be selected for these schools.

Reading and Literacy Coaches

Reading/literacy coaches have been an integral part of the success of the statewide reading initiatives. The role of the reading coach has been defined in State Board Rule [6A-6.053](#), F.A.C. While it is not required that every school be provided a reading/literacy coach, district leadership must allocate resources to hire reading/literacy coaches for the schools determined to have the greatest need based on:

- student performance data;
- experience and expertise of the administration and faculty in reading assessment, instruction and intervention

While it is recommended that reading coaches not be assigned a regular classroom teaching assignment, they are expected to work frequently with students in whole and small group instruction in the context of modeling and coaching in other teachers’ classrooms. This includes classrooms that serve students with disabilities (ESE classrooms) and students learning English.

Extended Day

Section 1011.62(9) (a), F. S., required that for the 2015-16 fiscal year, in each school district that has one or more of the 300 lowest-performing elementary schools based on the state reading assessment, priority shall be given to providing an additional hour per day of intensive reading instruction beyond the normal school day for each day of the entire school year for the students in each school. Students enrolled in these schools who have Level 5 assessment scores may participate in the additional hour of instruction on an optional basis. Exceptional student education centers shall not be included in the 300 schools.

This additional hour of instruction must be provided by teachers or reading specialists who are effective in teaching reading or by a K-5 mentoring reading program that is supervised by a teacher who is effective at teaching reading.

Plan Submission

The reading coach process chart and charts D1, D2, G and J must be saved locally and uploaded through the corresponding narrative sections of the plan. Samples that may be referenced to complete the required charts can be found in the [Appendix](#).

The narrative section and Charts A, C, F and I will be completed through a web-based text entry system using the current district log-in system at: https://app1.fldoe.org/Reading_Plans/district_login.aspx. **The plan’s narratives** are due in draft form by **April 15, 2016**, for a preliminary review. All plans will be reviewed online by Just Read, Florida! Staff and districts will receive feedback on their plans through an online comment process, as well as an “approved” or “revise” status by **April 29, 2016**. **Both the budget and those narratives** requiring revisions must be received by **May 20, 2016**, in order for the **Florida Department of Education (FDOE)** to release funds by **July 1, 2016**. Funds will not be released until the plan is fully approved.

Due Date	Product	Feedback to district by	Next Action
April 15, 2016	Preliminary draft	April 29, 2016	Approved: No further action Not approved: Revisions necessary
May 20, 2016	Resubmit plan	n/a	Approved: Funding released July 1 Not approved: Additional revisions required
May 20, 2016	Budget	May 27, 2016	Approved: Funding released July 1 Not approved: Additional revisions required
January 6, 2017	Mid-year Financial Report and Improvements in Reading Results	n/a	Legislative requirement: The FDOE shall monitor and track implementation of each district plan, including conducting site visits and collecting specific data on expenditures and reading improvement results. By February 1 of each year, the FDOE shall report its findings to the Legislature.

Budget

The budget section of the K-12 Comprehensive Research-Based Reading Plan requires districts to enter information regarding how the reading allocation will be spent. The budget will open once the governor has signed the state budget which finalizes reading allocation amounts and after the amounts have been loaded into the section. Section 1011.62(9) (a), F.S., required that for the 2015-16 fiscal year, in each school district that has one or more of the 300 lowest-performing elementary schools based on the state reading assessment, priority shall be given to providing an additional hour per day of intensive reading instruction beyond the normal school day for each day of the entire school year for the students in each school. Students enrolled in these schools who have Level 5 assessment scores may participate in the additional hour of instruction on an optional basis. Exceptional student education centers shall not be included in the 300 schools. It is unknown at the time of the creation of this document whether this requirement will remain for the 2016-17 school year.

Category	Dollars/Numbers/Details	Percentage of Total Allocation
Salaries and Benefits	\$	%
Full time Reading Coaches	#	
Part time Reading Coaches	#	
Elementary Reading Teachers or Interventionists	#	
Middle School Reading Teachers or Interventionists	#	
High School Reading Teachers or Interventionists	#	
Breakdown of Other Salaries	\$/Detail	
Professional Development	\$	%
Grades K-3	\$/Detail	
Grades 4-5	\$/Detail	
Grades 6-8	\$/Detail	
Grades 9-12	\$/Detail	
Intensive Reading Teachers	Detail	
Content Area Teachers	Detail	

Extended Day Information

If legislation requires schools identified on the list of the 300 lowest-performing elementary schools to provide an extended day, districts must submit information regarding each school on the list as requested by the Just Read, Florida! Office and the department’s Division of Finance and Operations.

NA for Charlotte County

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be the FDOE's contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate **one** contact for your district.

District Name: Charlotte

District Contact: Kym Sheehan

Contact Address: 1445 Education Way

Contact Email: Kym.Sheehan@yourcharlotteschools.net

Contact Telephone: 941.255.0808 x 3163

Contact Fax: 941.255.7567

All information provided in the District K-12 Comprehensive Research-Based Reading Plan should reflect that you will meet the reading needs of all student subgroups identified by the [State Board of Education Strategic Plan](#).

Leadership

District/School Level Leadership

Many of the school buildings within a district look the same, but the needs of teachers and students within those buildings are diverse. 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. What are your measurable district goals for student achievement for each of the following subgroups in reading/English language arts (ELA) for the 2016-17 school year?**

American Indian:

Asian:

Black/African American:

Hispanic:

White:

Economically Disadvantaged:

English Language Learners:

Students with Disabilities:

This information was compiled by students who were rostered to take an FSA assessment for ELA in spring 2015.

CCPS 2016-2017 COMPREHENSIVE RESEARCH-BASED READING PLAN

Student Assessment Subgroup	Population Tested Grades 3-10										Proficient Level 3-5 All Grades			Non-Proficient Level 1-2 All Grades			No Score All Grades		
	Proficient Level 3-5 Elementary			Non-Proficient Level 1-2 Elementary			Proficient Level 3-5 Middle School			Non-Proficient Level 1-2 Middle School			Proficient Level 3-5 High School			Non-Proficient Level 1-2 High School			
	Proficient % Elementary	Proficient % Middle School	Proficient % High School	Non-Proficient % Elementary	Non-Proficient % Middle School	Non-Proficient % High School	Proficient % District Wide	Non-Proficient % District Wide	No Score District Wide										
Asian	145	96	47	2	34	21	31	21	31	5	23.4%	21.4%	21.4%	66.2%	32.4%	1.38%			
Indian	26	14	11	1	3	4	7	5	4	2	11.5%	26.9%	15.4%	53.8%	42.3%	3.85%			
White	6735	3525	2967	243	1188	980	1153	1280	1057	834	17.6%	17.1%	15.7%	50.5%	45.9%	3.61%			
Multi	400	191	192	17	83	78	64	75	44	39	20.8%	16.0%	11.0%	47.8%	48.0%	4.25%			
ELL LY only	147	26	112	9	59	15	6	31	5	22	40.1%	4.1%	3.4%	47.6%	46.3%	6.12%			
Hispanic	1258	579	641	38	221	230	204	260	154	151	17.6%	16.2%	12.2%	46.0%	51.0%	3.02%			
FRL	6026	2475	3331	220	940	1211	893	1318	642	802	15.6%	14.8%	10.7%	41.1%	55.3%	3.65%			
Black	835	263	539	33	94	191	86	210	83	138	11.3%	10.3%	9.9%	31.5%	64.6%	3.95%			
SWD w/ Gifted (3-	1897	591	1215	91	269	520	275	427	47	268	14.2%	14.5%	2.5%	31.2%	64.0%	4.80%			
SWD w/out Gifted	1216	208	937	71	102	366	60	335	46	236	8.4%	4.9%	3.8%	17.1%	77.1%	5.84%			

Blue colored columns represent student within these subcategories that received a 'no score' assessment value.

Green color displays proficient totals (Level 3, 4, 5).

Red color displays non-proficient totals (Level 1&2).

Based upon the data for sub-groups listed above a realistic goal or percentage for proficiency of these subgroups is minimally set (using district totals) at the following:

Student Assessment Subgroup	Proficient % District Wide	Non-Proficient % District Wide	No Score District Wide
Asian	66.9%	32.4%	0.69%
Indian	57.7%	42.3%	0.00%
White	53.1%	45.9%	1.01%
Multi	49.0%	48.0%	3.00%
ELL LY only	49.7%	46.3%	4.08%
Hispanic	46.8%	51.0%	2.23%
FRL	43.6%	55.3%	1.16%
Black	32.6%	64.6%	2.87%
SWD w/ Gifted	31.7%	64.0%	4.27%
SWD w/out Gifted	17.8%	77.1%	5.10%

2. What evidence will be collected, at what specific times and by whom, to ascertain that schools are monitoring students and their progress toward the district goals?

A variety of evidences will be collected through the use of formal progress monitoring (iReady, USA Test Prep), formative and summative assessments at the classroom level, and through observation and interaction with students and student grades. From the district psychometrician, to the classroom teachers, and administrative leaders, all will be involved in the collection of data throughout the year. Additionally, guidance counselors and other stakeholders will monitor these students.

The tentative district windows (awaiting approval) for progress monitoring are as follows: Grades 6-8/ BOY August 15 - 9-2-16; MOY Jan 4, 2017-February 3, 2017;

and April 24, 2017-(May 18, 2017. High school BOY August 15, 2016-September 9, 2016; November 28, 2016-December 9, 2016; and (using FSA as final data point) April 10, 2017-May 5, 2017 CBT FSA.

If students in any of the identified subgroups are not progressing toward goals based on data collected in question number two, what will be done to facilitate improvement in the intensity of interventions for students both with and without disabilities who are not responsive to instruction as determined by district monitoring? Please address both elementary and secondary levels.

3. **If students in any of the identified subgroups are not progressing toward goals based on data collected in question number two, what will be done to facilitate improvement in the intensity of interventions for students both with and without disabilities who are not responsive to instruction as determined by district monitoring?**

Elementary: : Charlotte County Public Schools all employ the intensive instruction intervention (iii) with some schools using WIN (What I Need) time. Students are grouped by their need as it pertains to a specific ELA standard.

Additionally struggling students are provided with a Multi-Tier System of Supports. Teachers meet regularly in grade level teams to discuss struggling readers and brainstorm different interventions to meet the needs of these students. If students continue to struggle making progress in reading after these interventions/supports are implemented, teachers can then bring the students to a school-based team for more interventions/supports.

Some schools also have in place Intensive Literacy Units (ILU) where struggling students are placed with highly effective teachers and more supports (remedial reading teachers, para-professionals) are provided.

Secondary: The MTSS (RtI) process is active in secondary and is used to facilitate strategies and actions to propel students toward success. A group of stakeholders (teachers, social workers, guidance, administration, and the student/parents) each have a part in this process. Additionally, school improvement plans at each site have listed initiatives and actions to help students be successful. All of these are listed in Charlotte's District Strategic Plan and goals are aligned. The use of teach teams for instruction and monitoring as well as common planning is instituted in one high school. Thinking Maps are being introduced to the secondary level for remediation and enrichment. Content and grade level PLCs are focused on close reading and vocabulary building across disciplines. Vertical and horizontal articulations are engaged in as well as more emphasis on instructional rounds to better prepare teachers to serve students. Individual teacher/student coaching, mentoring, and one-on-one instruction are part of differentiation used in classrooms.

Charlotte County Public Secondary Schools have specific reading intervention classes for Level 1 and Level 2 students. These classes range in length from 45 -90 minutes

depending upon the school. Additionally struggling students are also afforded the Multi-Tiered System of Supports with specific school-based personnel making up the team.

4. What evidence will be collected, at what specific times and by whom, to demonstrate that instruction is systematic and explicit and is based on data and student needs?

The district assures systematic and explicit instruction based upon data reported in the Student Success Plans (SSP) at each site. Reviews of district and school site data is disaggregated into focused sections, based upon the ELA Clusters assessed on the FSA. Emphasis on complex text is guided by standards and curriculum and overseen by principals and district through continued professional development, walk-through observations, and collegial discussions. The use of CMaps, other curricular maps for curricular guidance provide a standards-based approach utilizing the core.

Evidence is collected by principals and administrative teams through observations both formal and informal, lesson plans, attendance at or notes from data meetings continuously throughout the year.

5. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to a variety of increasingly complex texts in a variety of mediums? Who will be responsible for monitoring this?

The district supports the infusion of complex texts and tasks through a variety of ways. Professional development is the most obvious providing resources and application time for educators. Principals, as school leaders, will bring this concept to the program planners and the Partnership & Performance Council (PPC) for reinforcement of the ideology and expectation of complex text across disciplines. This replaces the old model of the literacy leadership teams. Adoption cycles will be honored as offered. Additional programs are offered through e-learning and technology where content appropriate and are complex not only in content, but structure as well. Teacher-infused non-fiction articles are provided for background and/or close readings. Additionally, the district is committed to providing more access to complex texts and tasks through the use of CPalms. Multi-literacies are infused at all levels and work with paired texts and text sets is readily increasing district-wide. Our media centers provide such texts and offer student choice.

Evidence of this is observed by the principal who is the instructional leader at each site. School level leaders and program planners or grade level teams, academic coaches at two of our middle schools and one at our high school center meet regularly with elementary lead teachers and exchange and collect data and ideas. District curriculum specials for PreK-5 and 6-12 work to collect data and samples of student work(s). The elementary and secondary directors interact at sites to observe data, have collegial conversations, and

promote the use of complex and rigorous texts. These are continuous activities throughout the year.

6. What evidence will the district collect, at what specific times and by whom, to demonstrate that all classroom instruction is accessible to the full range of learners using Universal Design for Learning (UDL) principles for effective instructional design (planning) and delivery (teaching)?

The district and its schools work to embrace student differences and to enable all individuals to gain skills and knowledge of the curriculum at hand, and to motivate and encourage learners at the same time. Practice includes a multiple means of actions, expression, engagement, and representation applied to all content areas and aspects of instruction. Individual needs are met on an *as needed* basis within the classroom. Cooperative and collaborative methods are used for instruction and discussion and communication are utilized in effective ways to learn. Content is made relevant, choice is part of the curriculum at appropriate times, and a variety of modalities are utilized. The use of the continuous improvement model (plan, do, check, and act) helps to facilitate UDL in all aspects of instruction.

Once again, all stakeholders are involved in the collection of evidences used to support students. Administrative teams and district personnel conduct walk-throughs, data chats with teachers that include strategies and sometimes lesson plans, teacher lesson plans often identify differentiation and elements of UDL. Coaching and mentoring promote this and evidences are also often collected of work done in classrooms with teachers and students.

7. Describe the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's K-12 Comprehensive Research-Based Reading Plan to ensure that student response data drives all decision-making, including adjustments to interventions and whether to seek consent to conduct an evaluation to determine eligibility for special education and related services.

Charlotte County embraces Positive Supports/Responses to Intervention (PS/MTSS or Multi-Tiered Systems of Support) for all students, including students with disabilities to enable them to progress through the standard curriculum, meeting state and district requirements. All teachers are charged with identifying at-risk students and providing differentiated instruction within the general education setting. For those students whose academic or behavioral progress is limited, a student-based, problem-solving team will identify the barriers to learning, thus facilitating a more in-depth analysis of the problem, matching research-based based upon need.

Alignment with the District Special Programs and Procedures (SP& P) and the District Reading Plan begins with collegial conversations and review of the pertinent pieces of the SP & P document prior to writing the plan. All stakeholders have input and evidences are documented through the MTSS process. The intensity

of the interventions and support match the student's need in order to ensure that the student response to data-driven decision-making occurs and verifies fidelity of such interventions.

The district's Special Program and Procedures manual requires the team to engage in problem-solving processes to ensure that the student's instruction and support is aligned to the student's needs in meeting grade-level expectations. The PS/MTSS team uses the data to determine if intensive interventions are effective, but also require sustained and substantial effort, which may trigger consent for evaluation, a re-evaluation, for determination of the need for additional, special education and/or related services.

300 Lowest-Performing Elementary Schools

Please complete Chart 300L if your district has a school(s) on the list of 300 lowest-performing elementary schools.

Does not apply to Charlotte County.

Reading/Literacy Coaches

Please complete Chart RLC regarding reading/literacy coaches.

CHART RLC: READING/ LITERACY COACH CHART

Charlotte District

Qualifications for Coaches:

Job descriptions for **Lead Teachers/Elementary** include Florida Teacher certification and a professional services contract with CCPS.

Master's degree or CAPE (Charlotte Academy of Professional Educators) Tier 2 completion preferred.

Clinical Ed Training preferred.

Three years of experience as a peer coach or other mentoring experience.

Working knowledge of New Educator Training (NET).

Proven ability to provide development in Accomplished Practices

Accomplished in the use of listening techniques, reflective questioning, collaborative planning, reflection and the use of data/case studies.

Job descriptions for an **Instructional (Academic) Coach/Secondary** include Florida Teacher certification in core content secondary education subject and/or reading.

Master's degree or CAPE (Charlotte Academy of Professional Educators) Tier 2 completion preferred.

Proven ability to provide development in Accomplished Practices

Accomplished in the use of listening techniques, reflective questioning, collaborative planning, reflection and the use of data/case studies.

Recruitment/Hiring Procedure for Coaches:

Charlotte County Public Schools is committed to recruiting and retaining high quality coaches and teachers for our students. The district employs several methods to meet the demand for teachers college recruiting. CCPS sends qualified recruiters to colleges in Florida and in states where the district has had success in the past. The district seeks highly qualified personnel for all its employment needs.

On-line access is also a useful tool. The on-line application system, housed on the district website, is indispensable in this 21st century educational world. Candidates may browse available positions, complete the application, and apply for a specific teaching job on-line. Principals can review the applicant files online 24/7, which cuts down the amount of time required to fill vacancies. Charlotte County also posts positions on other websites such as www.TeachInFlorida.com and on college websites. The district supports one week per year for the district certification specialist to partner with a human resources employee and conduct an online job search for highly qualified candidates to fill teaching positions.

Additionally, pay incentives help to recruit and retain highly qualified teachers. An incentive of \$1000 is given to teachers who successfully complete the requirements of the ESOL and/or reading endorsements. The district has its own university entitled Charlotte Academy of Professional Educators or CAPE University. CAPE is an optional track for teachers to improve upon skills, move into leadership roles through various courses of study, earn the reading, gifted, or ESOL endorsements as well as earn a permanent salary stipend. It is endorsed by the local teachers' union.

The reading endorsement is the foundation for Tier 1. Those teachers who pay for this professional privilege are compensated yearly with \$1,000.00 per tier per year. Because this salary stipend does not follow the individual outside of Charlotte County, it is a successful retention device. It is a tiered-based system that enables teachers to hone their crafts and skills and give back to students and one another. This course of study not only retains teachers, but also provides ways in which to become highly qualified in various areas of education and work toward improving one's craft. Overall, Charlotte County values its teachers and their expertise and combined with the existing culture provide for retention of teachers in large numbers.

Training Provided for Coaches:

Our professional development specialists, along with district curriculum specialists work with lead teachers and academic coaches (also called coach/mentors) monthly in either full day or half-day sessions (dependent upon need). Coach/mentors are always involved in district initiatives and the training set forth. Individual coaches attend trainings within the district and out of county in order to provide professional development on site to meet teacher and student needs. All professional development at each site is in line with the school improvement plan and the district strategic plan, and is working toward breaking down the barriers to learning that exist within the district.

Criteria for Coach Placement:

Although Charlotte County would like every school to have a coach/mentor, it is monetarily unfeasible. Therefore, schools are assigned coach/mentors on a needs basis. The district does not use a single data point to determine the needs of its students, nor is this the case with the needs of individual schools. Initially, outcome assessment data is analyzed. In addition, the school population, profiles of the students and educator/facilitators are taken into account when determining need of an on-site coach.

All the schools are Title I eligible, yet those with the most need are served. All our elementary schools have lead teachers in place. All schools meet the poverty rates of Title I, direct and certified as eligible. These schools establish the feeder patterns to our middle and high schools as well. Those middle and high schools that have high percentage of poverty feeding their schools also are in need. Two middle schools, Murdock Middle and Port Charlotte Middle have an academic coach/mentor and our center school, The Academy, a high school facility has an academic coach. District curriculum and instruction personnel serve elementary and secondary schools as well.

The collaborative disposition of the district allows for discussion and shared solutions; therefore, placement is suggested. Ultimately, the Superintendent has the final determination of placement based upon collective data.

Professional Development Provided by Coaches: (embedded including classroom modeling; book studies; small group, etc.)

This year, the district and its schools have been involved in a book study using Mindset: The New Psychology of Success by Carol Dweck, PH.D. Coaches lead data days with all grade levels/content areas. Train the Trainer model was used for Thinking Maps in elementary, middle, and high schools and will continue to be sustained in the 16/17 school year. Coach/mentors also set up instructional rounds for teachers to engage in learning from peers. This may be on site or site-to-site. Professional Learning Communities exist in each of our schools facilitated by coach/mentors and leadership teams. District PLCs, facilitated by curriculum specialists, and/or directors as coach/mentors were prevalent in our professional development. All had occasion to use an EdCamp model for professional development as well.

Overarching data and district initiatives, school-based data and needs by grade level(s) and/or department(s) work to determine professional development needs and priorities. Additionally, individual school cultures, individual teacher needs and the needs of students will also drive professional learning.

Tool(s) for Collecting Evidence of Implementation of Coach-Provided Professional Development:

Charlotte County's data warehouse system, True North Logic (My Professional Learning Community) is where evaluations are housed, in-service point records are housed, and all

trainings that are administered are recorded. Additionally, some trainers may collect samples of admit/exit slips and/or artifacts of the training.

Tools for Determining Effectiveness of Coach-Provided Professional Development:

Just as our teachers are evaluated, coach/mentors are also evaluated in a similar manner. They too are observed and work collaboratively with their on-site administrator. The reduction of the district strategic plan barriers, improved school data on progress monitoring and/or state assessments are also points of discussion when evaluating coach provided professional development.

Professional Development

Professional development for all teachers, coaches and administrators must be provided to ensure that all district educators are grounded in the essential components of reading instruction. Providers of professional development (internal and external) must base training in reading instruction on evidence-based reading research. Professional development options must be provided to address the following.

- Implementation of all instructional materials, all reading programs and strategies based on evidence-based reading research, including early intervention, classroom reading materials and accelerated programs. Immediate intensive intervention (iii), UDL and multi-sensory instructional strategies should also be addressed.
- Instruction in the use of screening, diagnostic and classroom-based progress monitoring assessments, as well as other procedures that effectively identify students who may be at risk of reading failure or who are experiencing reading difficulties.
- Professional development should include job-embedded opportunities, such as modeling in classrooms, books studies, data analysis, small group professional development, etc. provided by a reading/literacy coach.

Further, for professional development to be considered comprehensive, it must address the body of knowledge grounded in scientifically-based reading research and must be in alignment with the National Staff Development Council Standards (NSDCS) and Florida's Professional Development System Evaluation Protocol.

In order to assure that each individual teacher has the level of intensity needed for professional growth based on student achievement data, **professional development must be individualized**. All teachers, paraprofessionals and substitutes and even mentors can benefit from differentiated professional development – providing more information for less experienced teachers and advanced activities for those who are at a mentor level. Ensure that all teacher populations are included in the professional development schedule, including those who serve students with disabilities and ELL.

1. Provide the district professional development schedule for ALL reading professional development, including those funded through the FEFP and non-FEFP reading allocation, for the 2016-2017 school year through Chart A. This chart will be completed through the web-based system. Repeat this process within the application as many times as necessary for each professional development offering in reading offered by your district. ALL reading endorsement professional development offerings should be described in Chart A and should reflect courses that are aligned with the 2011 Reading Endorsement. Please be sure to include job-embedded professional development provided by reading coaches. Address the reading endorsement professional development first in your charts.

Chart A: Please indicate if this professional development applies to the Reading Endorsement

- Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
- Middle School
- High School

Name of Professional Development: **Reading I: Foundations of Instruction**

Information about the delivery model:

Who will provide the professional development?

Beacon Educator

Who is the targeted audience for the professional development?

Educators seeking reading endorsement or educators seeking certification renewal

How will the professional development be delivered?

On-line through Beacon Educator

What is the length of the professional development?

60 hours completed over 14 weeks

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

Check as many as applicable

- Oral Language
- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

For Instructional Practices, Please describe:

This course provides an understanding of reading as a process of student engagement in construction of meaning. Participants will demonstrate substantive knowledge of language structure, function, and cognition for each of major components: comprehension, oral language, phonemic awareness, phonics, fluency, and vocabulary.

Additionally, participants will demonstrate an understanding of how to integrate all major components.

Who is responsible for follow-up?

Check as many as applicable

Reading Coach (Explain below)

Where available, an academic coach will provide one-on-one follow up as needed.

Teacher Leader (Explain below)

The lead teachers and academic coaches help educators to continue their training and make connections in and out of the classroom through conversations and/or modeling.

Principal (Explain below)

As the instructional leader of the school, the principal provides a supporting role to any teacher in his or her learning.

Assistant Principal (Explain below)

As part of the leadership team, this individual also support teachers in learning and works with them as needed.

District Staff (Explain below)

District staff is available to coach/model as needed as well as supply a collaborative member of a learning team to help teachers further make connections to professional development that was part of one's learning.

For Other, Please describe in detail below:

It is expected that the teacher him/herself take charge of one's own learning and ask questions, seek out help, and continue to learn to make oneself a better educator.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

Evidences are collected in the Professional Assessment of Charlotte Educators or PACE (walk-through data, etc.), as seen in data from progress monitoring, grades, and/or FSA assessments. Formative and summative assessments are collected by individual teachers as well.

What is the timeframe for implementation?

Implementation is immediate and on-going as reading endorsement classes require participation and implementation with one's students.

Chart A: Please indicate if this professional development applies to the Reading Endorsement

Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
- Middle School
- High School

Name of Professional Development: **Reading 2: Research-based Practices**

Information about the delivery model:

Who will provide the professional development?

Beacon Educator

Who is the targeted audience for the professional development?

Educators seeking reading endorsement and/or educators seeking certification renewal

How will the professional development be delivered?

On-line through Beacon Educator

What is the length of the professional development?

60 hours completed over 14 weeks

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

Check as many as applicable

- Oral Language
- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

For Instructional Practices, Please describe:

Who is responsible for follow-up?

Check as many as applicable

Reading Coach (Explain below)

Where available, an academic coach will provide one-on-one follow up as needed.

Teacher Leader (Explain below)

The lead teachers and academic coaches help educators to continue their training and make connections in and out of the classroom through conversations and/or modeling.

Principal (Explain below)

As the instructional leader of the school, the principal provides a supporting role to any teacher in his or her learning.

Assistant Principal (Explain below)

As part of the leadership team, this individual also support teachers in learning and works with them as needed.

District Staff (Explain below)

District staff is available to coach/model as needed as well as supply a collaborative member of a learning team to help teachers further make connections to professional development that was part of one's learning.

For Other, Please describe in detail below:

It is expected that the teacher him/herself take charge of one's own learning and ask questions, seek out help, and continue to learn to make oneself a better educator.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

Evidences are collected in the Professional Assessment of Charlotte Educators or PACE (walk-through data, etc.), as seen in data from progress monitoring, grades, and/or FSA assessments. Formative and summative assessments are collected by individual teachers as well.

What is the timeframe for implementation?

Implementation is immediate and on-going as reading endorsement classes require participation and implementation with one's students.

Chart A: Please indicate if this professional development applies to the Reading Endorsement

- Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
- Middle School
- High School

Name of Professional Development: **Reading 3: Assessment**

Information about the delivery model:

Who will provide the professional development?

Beacon Educator

Who is the targeted audience for the professional development?

Educators seeking the reading endorsement and/or educators seeking certification renewal

How will the professional development be delivered?

On-line through Beacon Educator

What is the length of the professional development?

60 hours completed over 14 weeks

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

Check as many as applicable

- Oral Language
- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

For Instructional Practices, Please describe:

Participants will gain the knowledge and skills necessary to administer, interpret, and use formal and informal reading assessments for diverse students. As well as, open new pathways for possible prevention, identification, and remediation of reading difficulties.

Who is responsible for follow-up?

Check as many as applicable

Reading Coach (Explain below)

Where available, an academic coach will provide one-on-one follow up as needed.

Teacher Leader (Explain below)

The lead teachers and academic coaches help educators to continue their training and make connections in and out of the classroom through conversations and/or modeling.

Principal (Explain below)

As the instructional leader of the school, the principal provides a supporting role to any teacher in his or her learning.

Assistant Principal (Explain below)

As part of the leadership team, this individual also support teachers in learning and works with them as needed.

District Staff (Explain below)

District staff is available to coach/model as needed as well as supply a collaborative member of a learning team to help teachers further make connections to professional development that was part of one's learning.

For Other, Please describe in detail below:

It is expected that the teacher him/herself take charge of one's own learning and ask questions, seek out help, and continue to learn to make oneself a better educator.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

Evidences are collected in the Professional Assessment of Charlotte Educators or PACE (walk-through data, etc.), as seen in data from progress monitoring, grades, and/or FSA assessments. Formative and summative assessments are collected by individual teachers as well.

What is the timeframe for implementation?

Implementation is immediate and on-going as reading endorsement classes require participation and implementation with one's students.

Chart A: Please indicate if this professional development applies to the Reading Endorsement

Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

Elementary School

Middle School

High School

Name of Professional Development: **Reading 4: Differentiated Instruction**

Information about the delivery model:

Who will provide the professional development?

Beacon Educator

Who is the targeted audience for the professional development?

Educators seeking reading endorsement and/or educators seeking certification renewal

How will the professional development be delivered?

Online through Beacon Educator

What is the length of the professional development?

60 hours completed over 14 weeks

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

Check as many as applicable

Oral Language

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Instructional Practices

For Instructional Practices, Please describe:

Explore the foundations and principles of differentiated instruction and discover strategies for implementation to enrich and extend student learning, while learning about the cognitive, language, and reading development of all students. Participants

will identify common difficulties in development of each of the major reading components and investigate appropriate strategies.

Who is responsible for follow-up?

Check as many as applicable

Reading Coach (Explain below)

Where available, an academic coach will provide one-on-one follow up as needed.

Teacher Leader (Explain below)

The lead teachers and academic coaches help educators to continue their training and make connections in and out of the classroom through conversations and/or modeling.

Principal (Explain below)

As the instructional leader of the school, the principal provides a supporting role to any teacher in his or her learning.

Assistant Principal (Explain below)

As part of the leadership team, this individual also support teachers in learning and works with them as needed.

District Staff (Explain below)

District staff is available to coach/model as needed as well as supply a collaborative member of a learning team to help teachers further make connections to professional development that was part of one's learning.

For Other, Please describe in detail below:

It is expected that the teacher him/herself take charge of one's own learning and ask questions, seek out help, and continue to learn to make oneself a better educator.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

Evidences are collected in the Professional Assessment of Charlotte Educators or PACE (walk-through data, etc.), as seen in data from progress monitoring, grades, and/or FSA assessments. Formative and summative assessments are collected by individual teachers as well.

What is the timeframe for implementation?

Implementation is immediate and on-going as reading endorsement classes require participation and implementation with one's students.

Chart A: Please indicate if this professional development applies to the Reading Endorsement

Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

Elementary School

Middle School

High School

Name of Professional Development: **Reading 5: Demonstration of Accomplishment**

Information about the delivery model:

Who will provide the professional development?

Beacon Educator

Who is the targeted audience for the professional development?

Educators seeking reading endorsement and/or educators seeking certification renewal

How will the professional development be delivered?

On-line through Beacon Educator

What is the length of the professional development?

60 hours completed over 14 weeks

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

Check as many as applicable

Oral Language

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Instructional Practices

For Instructional Practices, Please describe:

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process.

Who is responsible for follow-up?

Check as many as applicable

Reading Coach (Explain below)

Where available, an academic coach will provide one-on-one follow up as needed.

Teacher Leader (Explain below)

The lead teachers and academic coaches help educators to continue their training and make connections in and out of the classroom through conversations and/or modeling.

Principal (Explain below)

As the instructional leader of the school, the principal provides a supporting role to any teacher in his or her learning.

Assistant Principal (Explain below)

As part of the leadership team, this individual also support teachers in learning and works with them as needed.

District Staff (Explain below)

District staff is available to coach/model as needed as well as supply a collaborative member of a learning team to help teachers further make connections to professional development that was part of one's learning.

For Other, Please describe in detail below:

It is expected that the teacher him/herself take charge of one's own learning and ask questions, seek out help, and continue to learn to make oneself a better educator.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

Evidences are collected in the Professional Assessment of Charlotte Educators or PACE (walk-through data, etc.), as seen in data from progress monitoring, grades, and/or FSA assessments. Formative and summative assessments are collected by individual teachers as well.

What is the timeframe for implementation?

Implementation is immediate and on-going as reading endorsement classes require participation and implementation with one's students.

Chart A: Please indicate if this professional development applies to the Reading Endorsement

Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

Elementary School

Middle School

High School

Name of Professional Development: **FLKRS**

Information about the delivery model:

Who will provide the professional development?

State trained, district FLKRS trainers

Who is the targeted audience for the professional development?

Kindergarten teachers and school-based testing coordinators

How will the professional development be delivered?

Face-to-face

What is the length of the professional development?

3 hours

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

Check as many as applicable

Oral Language

Phonemic Awareness

Phonics/Words Analysis

Fluency

Vocabulary

Comprehension

Assessment

Instructional Practices

For Instructional Practices, Please describe:

Who is responsible for follow-up?

Check as many as applicable

Reading Coach (Explain below)

As they exist in certain schools

Teacher Leader (Explain below)

Lead teachers will provide training and follow up if needed as well as coaching/mentoring in the classroom.

Principal (Explain below)

As the instructional leader, the principal is not only aware of training, but also helps to coordinate that FLKRS is presented properly within one's school.

Assistant Principal (Explain below)

Working as the principal's designee, the assistant principal will support educators.

District Staff (Explain below)

The Director of Elementary, and the PreK-5 Curriculum Specialist will assist with training and modeling as needed.

For Other, Please describe in detail below:

Teachers are expected to take charge of their own learning, ask questions as needed and for help as needed.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

“The FLKRS is used to assess children’s readiness for kindergarten and is administered during the first 30 days of kindergarten. As required by law, the FLKRS is aligned with the Florida Early Learning and Developmental Standards for Four-Year Olds (2011). Currently, FLKRS consists of a subset of the Early Childhood Observation System (ECHOS™) and two measures of the Florida Assessments for Instruction in Reading (FAIR).” <https://vpk.fldoe.org/InfoPages/ParentInfo.asp>

What is the timeframe for implementation?

First 30 days of school

Chart A: Please indicate if this professional development applies to the Reading Endorsement

Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

Elementary School

Middle School

High School

Name of Professional Development: **Guided Reading: The Pathway to Accelerating Literacy**

Information about the delivery model:

Who will provide the professional development?

CAPE program facilitators, previously Title I trainers

Who is the targeted audience for the professional development?

3-5 teachers/general education and ESE

Middle school teachers are welcome to participate

How will the professional development be delivered?

Face-to-face

What is the length of the professional development?

40 hours or 2 CEU's

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

Check as many as applicable

Oral Language

Phonemic Awareness

Phonics/Words Analysis

Fluency

- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

For Instructional Practices, Please describe:

Who is responsible for follow-up?

Check as many as applicable

- Reading Coach (Explain below)

Where a reading coach exists, he or she is responsible for providing follow up, modeling and professional guidance as needed.

- Teacher Leader (Explain below)

Lead teachers and academic coaches mentor teachers and provide follow up, modeling, and professional guidance as needed.

- Principal (Explain below)

As the instructional leader of his/her site, the principal oversees all learning of both educators and students.

- Assistant Principal (Explain below)

Often works as the principal's designee to offer instructional guidance.

- District Staff (Explain below)

The district supports all learning and provides modeling, guidance, and additional learning as needed.

- For Other, Please describe in detail below:

The teacher is expected to take charge of his/her own learning. Asking questions, directions, and reaching out for help are all part of learning expectations.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

Evidences are collected in the Professional Assessment of Charlotte Educators or PACE (walk-through data, etc.), as seen in data from progress monitoring, grades, and/or FSA assessments. Formative and summative assessments are collected by individual teachers as well. This class has a guided reading portfolio that teachers prepare along with a course reflection. iReady, progress monitoring data at elementary or middle school should show improvement and growth. FSA should show similar growth.

What is the timeframe for implementation?

Implementation is immediate and on-going. Teachers will create lesson plans, complete oral reading records and miscue analysis with students in the classroom.

Chart A: Please indicate if this professional development applies to the Reading Endorsement

Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

- Elementary School
- Middle School
- High School

Name of Professional Development: **Coaching to Improve Reading**

Information about the delivery model:

Who will provide the professional development?

CE Credits

Who is the targeted audience for the professional development?

Any educator who is in a leadership or coach/mentor role that wishes to improve reading through a positive coaching relationship.

How will the professional development be delivered?

On-line through CE Credits

What is the length of the professional development?

20 hours or 1 CEU

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

Check as many as applicable

- Oral Language
- Phonemic Awareness
- Phonics/Words Analysis
- Fluency

- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

For Instructional Practices, Please describe:

Who is responsible for follow-up?

Check as many as applicable

- Reading Coach (Explain below)

Where a reading coach exists, he or she is responsible for providing follow up, modeling and professional guidance as needed.

- Teacher Leader (Explain below)

Lead teachers and academic coaches mentor teachers and provide follow up, modeling, and professional guidance as needed.

- Principal (Explain below)

As the instructional leader of his/her site, the principal oversees all learning of both educators and students.

- Assistant Principal (Explain below)

Often works as the principal's designee to offer instructional guidance.

- District Staff (Explain below)

The district supports all learning and provides modeling, guidance, and additional learning as needed.

- For Other, Please describe in detail below:

The teacher is expected to take charge of his/her own learning. Asking questions, directions, and reaching out for help are all part of learning expectations.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

Evidences are collected in the Professional Assessment of Charlotte Educators or PACE (walk-through data, etc.), as seen in data from progress monitoring, grades, and/or FSA assessments. Formative and summative assessments are collected by individual teachers as well. iReady, progress monitoring data at elementary or middle school should show improvement and growth. FSA should show similar growth.

Additionally, this class will focus on all areas of positive coaching on areas such as, but not limited to lesson planning, differentiation as it applies to varied areas of reading, and observing and conducting an effective data-driven coaching conference/session.

What is the timeframe for implementation?

Implementation is immediate and on-going. Coaches will begin to apply the learned skills in classrooms as they model and/or coach at their sites.

Chart A: Please indicate if this professional development applies to the Reading Endorsement

Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

Elementary School

Middle School

High School

Name of Professional Development: **Data-driven Instruction: Assessment**

Information about the delivery model:

Who will provide the professional development?

District trainers

Who is the targeted audience for the professional development?

Elementary teachers as interested, secondary intensive reading teachers, secondary English teachers, secondary content area teachers as interested.

How will the professional development be delivered?

Live delivery and follow up as needed or requested

What is the length of the professional development?

Seven hours initial training, followed by 4 hours of on-site training if needed or requested, and 4 hours of classroom observation as needed or requested and ongoing professional learning community involvement.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

Check as many as applicable

Oral Language

Phonemic Awareness

- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

For Instructional Practices, Please describe:

Use of district management system and data warehouse in FOCUS is one of the technology tools educators will use.

Check as many as applicable

- Reading Coach (Explain below)

Where a reading coach exists, he or she is responsible for providing follow up, modeling and professional guidance as needed.

- Teacher Leader (Explain below)

Lead teachers and academic coaches mentor teachers and provide follow up, modeling, and professional guidance as needed.

- Principal (Explain below)

As the instructional leader of his/her site, the principal oversees all learning of both educators and students.

- Assistant Principal (Explain below)

Often works as the principal's designee to offer instructional guidance.

- District Staff (Explain below)

The district supports all learning and provides modeling, guidance, and additional learning as needed.

- For Other, Please describe in detail below:

The teacher is expected to take charge of his/her own learning. Asking questions, directions, and reaching out for help are all part of learning expectations.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

Evidences are collected in the Professional Assessment of Charlotte Educators or PACE (walk-through data, etc.), as seen in data from progress monitoring, grades, and/or FSA assessments. Formative and summative assessments are collected by individual teachers as well. iReady, progress monitoring data at elementary or middle school should show improvement and growth and USA Test Prep at the high school level. FSA should show similar growth.

Additionally, this professional development is differentiated by teacher and provides for additional training, follow-up, and coaching as needed.

What is the timeframe for implementation?

Implementation is immediate and on-going. Teachers will begin to apply the use of data to lesson plans, activities, etc. in order to move students toward success.

Chart A: Please indicate if this professional development applies to the Reading Endorsement

Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

Elementary School

Middle School

High School

Name of Professional Development: **Thinking Maps**

Information about the delivery model:

Who will provide the professional development?

Initial train-the-trainer and some follow up trainings for trainers is conducted by Thinking Maps employees. Some district trainings are conducted by those who have completed the train-the-trainer model of professional development.

Who is the targeted audience for the professional development?

Teachers at all levels: elementary, middle, and high whose sites are using the maps to move toward student success.

How will the professional development be delivered?

Live/interactive delivery

What is the length of the professional development?

10-18 hours for train-the-trainer models

3-6 hours per session for district sessions as needed.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

Check as many as applicable

- Oral Language
- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

For Instructional Practices, Please describe:

Check as many as applicable

- Reading Coach (Explain below)

Where a reading coach exists, he or she is responsible for providing follow up, modeling and professional guidance as needed.

- Teacher Leader (Explain below)

Lead teachers and academic coaches mentor teachers and provide follow up, modeling, and professional guidance as needed.

- Principal (Explain below)

As the instructional leader of his/her site, the principal oversees all learning of both educators and students.

- Assistant Principal (Explain below)

Often works as the principal's designee to offer instructional guidance.

- District Staff (Explain below)

The district supports all learning and provides modeling, guidance, and additional learning as needed.

- For Other, Please describe in detail below:

The teacher is expected to take charge of his/her own learning. Asking questions, directions, and reaching out for help are all part of learning expectations.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

Evidences are collected in the Professional Assessment of Charlotte Educators or PACE (walk-through data, etc.), as seen in data from progress monitoring, grades, and/or FSA assessments. Formative and summative assessments are collected by individual teachers as well. Evidence of Thinking Maps are posted in school hallways and classrooms, teachers are using these for deeper comprehension and vocabulary help as well as formative/summative assessments of understanding.

This learning, once applied, should be seen in iReady, progress monitoring data at elementary or middle school should show improvement and growth. Learning at the high school level is seen in the written responses to text and as always, FSA should show similar growth.

Thinking Maps trainers will service educators in professional development as needed through our working partnership. Additionally, they will discuss success and failures in order to move students toward success.

What is the timeframe for implementation?

Implementation is immediate and on-going. Teachers will begin implementation with students in the classroom to promote learning of the content at hand. Student work samples that show varying levels of understanding at differing points throughout the year/

Chart A: Please indicate if this professional development applies to the Reading Endorsement

Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

Elementary School

Middle School

High School

Name of Professional Development: **iReady / iReady Standards Mastery**

Information about the delivery model:

Who will provide the professional development?

iReady Trainers from Curriculum Associates

Who is the targeted audience for the professional development?

Educators K-8 using the iReady program with students, educators in a leadership position and/or educators at the district level in a coaching/mentoring position.

How will the professional development be delivered?

Face-to-face for initial trainings, webinars and tutorials where appropriate, coaching and mentoring by lead teachers, academic coaches and/or curriculum specialists or leadership.

What is the length of the professional development?

This varies according to specificity of task(s).

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

Check as many as applicable

- Oral Language
 - Phonemic Awareness
 - Phonics/Words Analysis
 - Fluency
 - Vocabulary
 - Comprehension
 - Assessment
 - Instructional Practices
- For Instructional Practices, Please describe:

Check as many as applicable

- Reading Coach (Explain below)

Where a reading coach exists, he or she is responsible for providing follow up, modeling and professional guidance as needed.

- Teacher Leader (Explain below)

Lead teachers and academic coaches mentor teachers and provide follow up, modeling, and professional guidance as needed.

- Principal (Explain below)

As the instructional leader of his/her site, the principal oversees all learning of both educators and students.

- Assistant Principal (Explain below)

Often works as the principal's designee to offer instructional guidance.

- District Staff (Explain below)

The district supports all learning and provides modeling, guidance, and additional learning as needed.

- For Other, Please describe in detail below:

The teacher is expected to take charge of his/her own learning. Asking questions, directions, and reaching out for help are all part of learning expectations. iReady trainers will service educators in professional development as needed through our working partnership.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

Evidences are collected in the Professional Assessment of Charlotte Educators or PACE (walk-through data, etc.), as seen in data from progress monitoring, grades, and/or FSA assessments. Formative and summative assessments are collected by individual teachers as

well. iReady, progress monitoring data at elementary or middle school should show improvement and growth. FSA should show similar growth.

A mid-year review of use and scores will be conducted with the Superintendent and a team of stakeholders to review past and present use and data from the iReady program as well as promote future courses of action based upon data.

What is the timeframe for implementation?

Implementation is immediate and on-going. iReady use differs by school sites, but is part of the instructional plan for students in

Chart A: Please indicate if this professional development applies to the Reading Endorsement

Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

Elementary School

Middle School

High School

Name of Professional Development: **Access 2.0 (WIDA)**

Information about the delivery model:

Who will provide the professional development?

State training for train-the-trainers and district specialist(s) working with ELL.

Who is the targeted audience for the professional development?

English Language Learner (ELL) teachers, guidance counselors, district personnel, assistant principals, and ELL resource facilitators and para-professionals.

How will the professional development be delivered?

Delivered live and online

What is the length of the professional development?

1 full day

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

Check as many as applicable

- Oral Language
- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices
For Instructional Practices, Please describe:

Who is responsible for follow-up?

Check as many as applicable

- Reading Coach (Explain below)
- Teacher Leader (Explain below)

- Principal (Explain below)

As the instructional leader of his/her site, the principal oversees all learning of both educators and students.

- Assistant Principal (Explain below)

Often works as the principal's designee to offer instructional guidance.

- District Staff (Explain below)

The district supports all learning and provides modeling, guidance, and additional learning as needed.

- For Other, Please describe in detail below:

Working closely with ELL Students, guidance counselors, ELL resource facilitators paraprofessionals and classroom teachers all share a responsibility to insure a student's acquisition of the English language.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

Access 2.0 scores are shared and collected from the state to the district where instructional decisions are made.

What is the timeframe for implementation?

Approximately 6 weeks is the window for testing. Turnaround is approximately 60 days, and from this point, instructional decisions will be made, and ELL personal learning plans will be adjusted.

Chart A: Please indicate if this professional development applies to the Reading Endorsement

Applies to Reading Endorsement

Indicate Grade Level. Check as many as applicable:

Elementary School

Middle School

High School

Name of Professional Development: **Common Core K-5: Close Reading**

Information about the delivery model:

Who will provide the professional development?

Beacon Educator online

Who is the targeted audience for the professional development?

K-5 educators

How will the professional development be delivered?

This is an “on-demand” professional development

What is the length of the professional development?

The participant has the ability to determine the learning times allocated to this class.

Professional Development in the Six Components of Reading, Assessment and Instructional Practices.

Check as many as applicable

- Oral Language
- Phonemic Awareness
- Phonics/Words Analysis
- Fluency
- Vocabulary
- Comprehension
- Assessment
- Instructional Practices

For Instructional Practices, Please describe:

Who is responsible for follow-up?

Check as many as applicable

- Reading Coach (Explain below)
- Teacher Leader (Explain below)
- Principal (Explain below)
- Assistant Principal (Explain below)
- District Staff (Explain below)

For Other, Please describe in detail below:

Since this is an on-demand class, the teacher would be responsible for his/her own learning and applications. However, it is part and parcel of the whole learning within a school site.

What evidence will the district collect that demonstrates the professional development has impacted student achievement?

Upon completion, Beacon Educator transcripts will reflect the time spent. This along with the syllabus can be printed and provided to the appropriate district contact.

What is the timeframe for implementation?

As with all learning, implementation is immediate and ongoing.

Elementary Assessment, Curriculum and Instruction

State Board Rule 6A-6.053 requires that students be taught utilizing an evidence-based sequence of reading instruction. Research shows that children benefit from reading instruction that includes explicit and systematic instruction in skills and strategies and opportunities to apply those skills and strategies while reading text.

Schools must offer daily classroom instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes. All reading instruction is based on the English Language Arts Florida Standards (LAFS), including access points and English Language Development (ELD) standards which address the individual instructional needs of all students and curricular guidelines. In addition to, or as an extension of, the 90-minute reading block, the classroom teacher, special education teacher or reading resource teacher will provide immediate intensive intervention (iii) on a daily basis within the multi-tiered system of supports wherein student-centered response data gathered through progress monitoring and other forms of assessment informs instructional adjustments.

All information provided in this section should detail how you will meet the reading needs of all student subgroups identified in the State Board of Education Strategic Plan.

1. Each district will be given one school user log-in and password so that each school may enter their own information into Chart C by using the web-based template. It is recommended that districts create a timeline for school users to enter this information

for their school. Districts will be able to review and revise the school-based information before submitting Chart C on April 15, 2016. School-level users should select all applicable adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled “Other.” In addition, schools should identify the method used for progress monitoring K-2 and 3-5. Schools may select the Florida Assessments for Instruction in Reading-Florida Standards (FAIR-FS) for grades 3-5 ONLY. To review and edit all school information for Chart C before submitting, use the link provided within this section online.

CHART C: ELEMENTARY INSTRUCTIONAL MATERIALS INFORMATION

District Name: CHARLOTTE: 1617

- 2. What evidence will be collected, at what specific times and by whom, that demonstrates teachers are providing reading instruction in the 90-minute reading block that meets the Florida Standards for ELA, including access point and ELD standards?**

Through the use of master scheduling, school administrators ensure that all CCPS K-5 elementary students are provided with 90 minutes of instruction in a reading block. The use of Florida Standards, ELD standards and access points are covered by teachers within that block. The ongoing collection of lesson plans, formal and informal observations and grade level team meetings with school leadership provides the necessary evidences that FSA standards (ELD and access point) are being covered in the 90 minute reading block. School based administration spot-checks reading block lesson plans on a monthly/weekly basis throughout the school year. While each school house has its own specific timelines for collecting this data, it is done on a regular basis. New teachers and CAST teachers (CAST - Coaching. Assisting. Struggling. Teachers) have their lesson plans reviewed more often by school administration and/or lead teachers. Walk-throughs and formal observations also ensure that the 90 minute reading block schedules are being honored by all ELA teachers.

- 3. What evidence will be collected, at what specific times and by whom, to demonstrate that reading intervention provided to students performing below grade level, to students with disabilities and ELL is meeting their unique needs and effectively closing the gap?**

Sorting the iReady data in our warehouse data-base after each diagnostic is given (beginning, middle and end of year) the district psychometrician presents the information to school and district personnel. At the school house level, lead teachers hold data meetings with each grade level team (beginning, middle and end of year) and facilitates the development of an action plan for each team which includes action steps to support all students (struggling students, students with disabilities and ELL students). These action plans are reviewed by school-based administration and shared with district personnel.

- 4. Schools must diagnose specific reading difficulties of students who do not meet specific levels of reading performance as determined by the district school board to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction.**

Using the CCPS Pupil Progression Plan as a guide, school based personnel (teachers, lead teachers, guidance and administration) make instructional decisions for struggling students and how to best meet their needs. Using our district data warehouse, iReady reading data is sorted by each domain (phonemic awareness, phonics, vocabulary, informational text comprehension and literary comprehension). Students are then provided with remedial support during the designated iii or WIN (What I Need) time. During that time extra supports, in the form of more school based personnel, small groups and differentiated curriculum, are provided to struggling students.

Additionally, K-2 teachers conduct informal running records assessments on students so that the specific miscues are identified and can be remediated in guided reading group instruction. These informal assessments are ongoing throughout the year.

Create an Assessment/Curriculum Decision Tree (Chart D1) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades K-2.

The chart must include

- **Name of assessment(s);**
- **Targeted audience;**
- **Performance benchmark used for decision-making;**
- **Assessment/curriculum connection; 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.**

*** District contacts will create and upload Chart D1 using the link provided within this section online. There are two samples for Chart D1 (Assessment/Curriculum Decision Tree) located in the [Appendix](#). Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart, it must be uploaded into this year's plan. Please upload the desired file.**

CHART D1 (Assessment/Curriculum Decision Tree)

CCPS 2016-2017 COMPREHENSIVE RESEARCH-BASED READING PLAN

Administer I-Ready Diagnostic K-2			Administer DRA K-2		
YRS			K		
AP1	July/Aug	AP2 Nov/Dec	AP3	April/May	January
RSY			1st		
AP1	Aug/Sept	AP2 Nov/Dec	AP3	April/May	July/August
2nd			2nd		
			January		
			July/August		
			January		

Green Success Zone	Yellow Success Zone	Red Success Zone																																										
<p>IF: I-Ready Tier 1 (scores on or above level): DRA Scores On Grade Level</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>DRA</th> <th>January</th> <th>May</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>3-4</td> <td>6</td> </tr> <tr> <td>1st</td> <td>4 or above</td> <td>14-18 or above</td> </tr> <tr> <td>2nd</td> <td>18 or above</td> <td>28 or above</td> </tr> </tbody> </table> <p>Then:</p> <ul style="list-style-type: none"> Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies Provide differentiated small group instruction using appropriate leveled text. Provide a variety of opportunities to strengthen content reading and research through centers. <p>Programs and Materials:</p> <ul style="list-style-type: none"> Pearson Reading Street (Core) Online Pearson SuccessNet Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies Delivery during the 90 minute reading block FCRR Literacy Center Follow-up Literacy Circles/ Literature Circles Individualized Instructional Path on I-Ready Extension of activities through technology 	DRA	January	May	K	3-4	6	1 st	4 or above	14-18 or above	2 nd	18 or above	28 or above	<p>IF: I-Ready Tier 2 (up to one year below grade level) DRA Scores (up to one year below grade level)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>DRA</th> <th>January</th> <th>May</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>A-2</td> <td>3</td> </tr> <tr> <td></td> <td>July/August</td> <td>May</td> </tr> <tr> <td>1st</td> <td>4 or below</td> <td>10 or below</td> </tr> <tr> <td>2nd</td> <td>14 or below</td> <td>18 or below</td> </tr> </tbody> </table> <p>Then:</p> <ul style="list-style-type: none"> Pearson Reading Street (Core): Compare to other assessment data (i.e. unit tests) Use Listening or Reading Comprehension. Provide enhanced instruction in the high level reasoning skills Utilize Thinking Maps Strategies, vocabulary (tier 2 words) and reading comprehension. Strategies should include but are limited to: Explicit and implicit questioning, Retelling, Summarizing, and metacognitive strategies. Provide additional strategies for text reading efficiency (comprehension and fluency). Promote automaticity by providing practice readings with diversity, at the phrase, sentence and paragraph level. Provide differentiated small group instruction to determine and focus on level of instruction. Determine P.A./Phonics level Students scoring in this range may need additional intervention (more time and smaller group size) in addition to or an extension of the 90 minute reading block <p>Programs and Materials:</p> <ul style="list-style-type: none"> Pearson Reading Street (Core) Pearson RTI Component Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies On-Line Pearson SuccessNet Delivery during the 90 minute reading block FCRR Literacy Center Follow-up Individualized Instructional Path on I-Ready Extension of activities through technology 	DRA	January	May	K	A-2	3		July/August	May	1 st	4 or below	10 or below	2 nd	14 or below	18 or below	<p>IF: I-Ready Tier 3 (one year + below grade level) DRA Scores (one year + below grade level)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>DRA</th> <th>January</th> <th>May</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>NA</td> <td>A-2</td> </tr> <tr> <td></td> <td>July/August</td> <td>May</td> </tr> <tr> <td>1st</td> <td>A-2</td> <td>6 or below</td> </tr> <tr> <td>2nd</td> <td>10 or below</td> <td>16 or below</td> </tr> </tbody> </table> <p>Then:</p> <ul style="list-style-type: none"> Compare to other assessment data (i.e. unit tests) Determine P.A./Phonics level Fluency Score Students scoring in this range will need additional intervention (more time and smaller group size in addition to or an extension of to the 90 minute reading block). More targeted instruction More Frequent OPM Students not responding to this intensive intervention will be further diagnosed and will receive instruction through alternative materials in order to accelerate reading success. <p>Programs and Materials:</p> <ul style="list-style-type: none"> Pearson Reading Street (Core) Pearson RTI/My Sidewalks Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies On-Line Pearson SuccessNet Delivery during the 90 minute reading block + iii 30 minutes FCRR Literacy Center Follow-up Individualized Instructional Path on I-Ready Extensions of Activities through technology 	DRA	January	May	K	NA	A-2		July/August	May	1 st	A-2	6 or below	2 nd	10 or below	16 or below
DRA	January	May																																										
K	3-4	6																																										
1 st	4 or above	14-18 or above																																										
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2 nd	10 or below	16 or below																																										

****NOTE:** Any individual student who continues to strive for success may need individualized instruction after going through all of the tiers. These students are then placed through the MTSS process where more intense interventions can be provided to them. These can include pulling out students into small group or one-on-one instruction with the specialized curriculum as outlined in Tier 3.

- Schools must diagnose specific reading difficulties of students scoring at Level 1 and Level 2 on the FSA for ELA to determine the nature of the student's difficulty and strategies for appropriate intervention and instruction. Schools must also consider the individual needs of students with significant cognitive disabilities who take the Florida Alternate Assessment (FAA).

Create an Assessment/Curriculum Decision Tree (Chart D2) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific reading instructional needs and interventions for students in grades 3-5(6).

The chart must include

- Name of assessment(s);
- Targeted audience;
- Performance benchmark used for decision-making;
- Assessment/curriculum connection;

- 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.

* District contacts will create and upload Chart D2 using the link provided within this section online. There are two samples for Chart D2 (Assessment/Curriculum Decision Tree) located in the [Appendix](#). Last year's chart is available at your district's [public view page](#). If your district wishes to use this chart it must be uploaded into this year's plan. Please upload the desired file.

Grades 3-5 Florida Standards Assessment (FSA)		April 2015
I-Ready Diagnostic		YRS AP1 July/Aug AP2 Nov/Dec AP3 May RSY AP1 Aug/Sept AP2 Dec/Jan AP3 May
Green Success Zone If: FSA Level 3 or higher and/or I-Ready Tier 1/Profile 5 (scores on or above level):	Yellow Success Zone If: FSA Level 2 and/or I-Ready Tier 2/Profile 3-4 (up to one year below grade level)	Red Success Zone If: FSA Level 1 and/or I-Ready Tier 3/Profile 1-2 (one year + below grade level)
Then: <ul style="list-style-type: none"> Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies Provide differentiated small group instruction using appropriate leveled text. Provide a variety of opportunities to strengthen content reading and research through centers. Programs and Materials: <ul style="list-style-type: none"> Pearson Reading Street (Core) Appropriate leveled text for small group differentiated instruction that focuses on before, during and after strategies On-Line Component Pearson SuccessNet Delivery during the 90 minute reading block FCRR Literacy Center Follow-up Literacy Circles/ Literature Circles utilizing trade books Individualized Instructional Path on I-Ready Extension of activities through technology 	Then: <ul style="list-style-type: none"> Pearson Reading Street (Core); Compare to other assessment data (i.e. unit tests) Use Listening or Reading Comprehension. Provide enhanced instruction in the high level reasoning skills Utilize Thinking Maps Strategies, vocabulary (Tier 2 words) and reading comprehension. Strategies should include but are limited to: Explicit and implicit questioning, Retelling, Summarizing, and metacognitive strategies. Provide additional strategies for text reading efficiency (comprehension and fluency). Promote automaticity by providing practice readings with diversity, at the phrase, sentence and paragraph level. Provide differentiated small group instruction to determine and focus on level of instruction. Determine P.A./Phonics level Students scoring in this range may need additional intervention (more time and smaller group size) in addition to or an extension of the 90 minute reading block. Programs and Materials: <ul style="list-style-type: none"> Pearson Reading Street (Core) Pearson RTI Component Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies On-Line Pearson SuccessNet Delivery during the 90 minute reading block FCRR Literacy Center Follow-up Individualized Instructional Path on I-Ready 	Then: <ul style="list-style-type: none"> Provide targeted instruction in basic spelling patterns, affixes, root and base words in small group differentiated instruction. Determine intensity of intervention and frequency of OPM Provide intensive instruction in word study/ recognition Work on applying decoding strategies to connected text to reinforce purpose of strategies; Build fluency as accuracy increases and focus on comprehension strategies. Provide differentiated small group instruction to determine and focus on appropriate level of intervention. Provide additional instruction time (30 minutes five times a week) for reading outside of the 90 minute reading block. Programs and Materials: <ul style="list-style-type: none"> Pearson Reading Street (Core) Pearson RTI Pearson My Sidewalks Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies On-Line Pearson SuccessNet Delivery during the 90 minute reading block FCRR Literacy Center Follow-up Individualized Instructional Path on I-Ready

**NOTE: Any individual student who continues to strive for success may need individualized instruction after going through all of the tiers. These students are then placed through the MTSS process where more intense interventions can be provided to them. These can include pulling out students into small group or one-on-one instruction with the specialized curriculum as outlined in Tier 3.

6. How will teachers match students to texts and provide ongoing access for all students (via universal design principles) to leveled classroom libraries of both literary and informational text focused on content area concepts throughout the day? Who is responsible for monitoring this?

Teachers with the support of school-based administration and media specialists will provide students with access to appropriate leveled texts both informational and literary in nature. Leveled books are provided to all teachers via the core reading program (Pearson

Reading Street), as well as through the district adopted science program (National Geographic) and the district adopted social studies program (McGraw/Hill). Additionally several schools have created “leveled book rooms” where teachers can check out sets of leveled books for students in their classrooms to utilize. All of our schools participate in the Accelerated Reader (AR) program. Books in the media centers are often designated with AR levels so that students can easily locate books that are on their reading level.

Most classrooms are equipped with either print classroom libraries, and/or have access to iPad, Kindles and Google Chromebook which all supply digital e-books as well as internet reading. All media centers have these capabilities to provide a variety of formats for students to access. Reading for the Blind and Dyslexic works with the county to supply students with disabilities books on CDs. Additionally, our core reading program Reading Street, provides audio support for all students. School based administration (principals and assistant principals) in conjunction with lead teachers, media specialists and ESE liaisons are responsible for monitoring these supports.

- 7. Describe how the district and schools will provide an altered instructional day as a means of further increasing instructional intensity for those K-3 students who have received intensive intervention for two or more years, have been retained for a total of two years and still demonstrate a reading deficiency. Describe how the altered instructional day is organized and designed to further intensify instruction and, thereby, meet the reading needs of these students throughout the school year per section 1008.25 (6)(b), F.S. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low-performing readers including students with disabilities.**

CCPS allows schools flexibility in the master scheduling to extend reading instruction for students who have intensive instruction for 2 or more years and/or retained for a total of 2 years who still demonstrate a reading deficiency. The schools have embedded an extra thirty minutes for remediation programs (SRA, Spell/Read, Sing/Spell/Read and iReady, a diagnostic and progress monitoring program in addition to receiving 30 minutes iii time daily.

Other schools offer before and after school programs to remediate reading deficiencies of identified students. Some schools have hired remediation teachers to work with struggling students four days a week. Our year round schools can also offer support for struggling students during intersessions. Students that have been identified as needing extra supports are progress monitored more frequently during each month to assess growth and modify instruction when needed.

- 8. What supportive reading opportunities will be provided beyond the school day? Include criteria for student eligibility and how these opportunities are linked to reading instruction provided during the school day.**

At each school site, students are assessed using the FSA, iReady, Pearson assessments, classroom observation and other MTSS data. By reviewing all of the data, a recommendation will be made for the student to be offered summer school and/or the before/after school remedial programs. As the student progresses through the program(s), data is collected and reviewed for ongoing progress monitoring to determine the students' growth.

Immediate Intensive Intervention (iii) materials will continue to be used in before/after school programs for students that are not making continuous progress as determined by progress monitoring assessment data. The iReady instructional path is a technology program that individualizes instruction at K-5 in the research-based components of reading. These domains align directly with the core district reading program and the Florida Standards for reading. Growth is measured by diagnostic and progress monitoring check points.

Teachers and para-professionals meet with small groups of students to tutor and reinforce instruction in one or more of the domains of reading. Schools establish their own mentoring/tutoring programs for the purpose of providing additional instructional time for students.

Assessment data is utilized to link before/after school activities to reading instruction taking place during the school day. Ongoing collaboration between with classroom teacher and the remediation teacher or para-professional is a hallmark of this model and ensures that students' needs are being met throughout the remediation period.

Summer activities will be linked to the end of year reading instruction as determined by assessments. The iReady Toolkit will be available for teachers to use during summer reading camp to meet the unique needs of their students. Our summer reading camp is for third grade struggling readers.

9. For the following unique student populations, which screening and progress monitoring tools are used to determine instructional needs in reading and subsequent placement in intervention.

- **Non-English speaking ELL**
- **Students with significant cognitive disabilities who take the FAA**
- **Students with a severe speech impairment (i.e. severe articulation or speech fluency)**
- **Students who are deaf or hard-of-hearing**
- **Students with a severe visual impairment**
- **Grades 4 and 5 transfer students who do not have FSA ELA scores and/or other standardized reading scores. NOTE: If no scores are available, appropriate assessments should be administered to determine the overall reading ability of the student and to identify appropriate placement.**

All ELL students are assessed using the iReady Diagnostic, other assessments used for ELL include: ACCESS 2.0, WAPT (WIDA Access Placement Test) which is an English Language Proficiency Screener and FSA Assessments in reading, writing, math and science via the appropriate grade level.

Students with significant cognitive disabilities take the FSAA and are placed in a Unique Skills Curriculum which comes with ongoing progress monitoring. The access points within the Florida Standards are also utilized to meet the instructional needs of these students.

Students with severe speech impairments will take the same assessments as the general education population utilizing appropriate, approved, individualized accommodations as needed. The assessments that are employed by the district vary in the elementary schools based upon the speech pathologist's preference. These assessments include: Apraxia Profile, Assessment of Intell Dysathric Sp., Bracken, CASL, CELF 3, CELF 4, CELF PAR, CREVT 2, CTONI, CTYOPP, DTLA-P, EOWPVT, EVT, GFTA 2, ITPA 3, KLPA 2, KLST 2, OWLS, OWLS Written, PAT 3, PEST, PLS4, PPVT 3, PRIM LANG SCALE, REEL 3, reynell Developmental Scale, RIPA P, ROSSETTI, ROWPVT, S CAT, SSI 3, Test of ADOL Word Finding, Test of LANGU CONC, Test of Oral Structure, The Expressive Language Test, TALC 3, and TELD 3.

Students with severe auditory impairments will take the same assessments as the general education population utilizing appropriate, approved, individualized accommodations as needed. Tests for auditory processing disorders include: CHIL (SCAN-C), TOLD 1-3, TOPS 3 ELEM, UTLD 4, WOOD-LANG, WORD TEST R, WORD TEST ADOL 4, WORD TEST ELEM 2, AND CELF 3 (SPANISH).

Students with severe vision impairments will take the same assessments as the general education population utilizing appropriate, approved, individualized accommodations as needed.

For students in Grades 4 and 5 who transfer and do not have FSA ELA scores and/or other reading standardized scores will have an appropriate assessment (iReady, DAR, DRA etc.) administered to determine their reading ability. Students will be placed appropriately based upon the results of the assessment used.

10. Please list the qualifications for teachers who provide intervention in elementary schools.

Teachers employed by CCPS that provide intervention in our elementary schools meet the highly qualified requirements as set forth by the state of Florida.

Middle School and High School (Grades 6-12) Assessment, Curriculum and Instruction

The goal of the K-12 Comprehensive Research-Based Reading Plan is to ensure that students are reading at or above grade level. Although there is no legislative requirement that students who are not reading on grade level be enrolled in intensive reading courses or provided intervention in the midst of a content area course, teachers/schools/districts are still obligated to provide instruction that enables students to meet grade-level standards so they are college and career ready upon graduation from high school. Students entering middle school or high school who are not reading on grade level have a variety of reading intervention and learning needs. A single program or strategy is not sufficient for remediation and, likewise, remediation is not sufficient for low-performing middle school and high school students.

The availability and access to texts of various types, topics and complexity levels are necessary for integrated, interdisciplinary instruction to occur. Accessible instructional materials (i.e. accessible software, text-to-speech, braille, enlargeable text) are an important consideration. Districts and schools will need to consider how to differentiate challenging learning opportunities for low-performing and high-performing students alike

- 1.1 Each district will be given one school user log-in and password so that each school may enter their own information into Chart F and Chart I by using the web-based template. It is recommended that districts create a timeline for school users to enter this information for their school. Districts will be able to review and revise the school-based information before submitting Chart F and Chart I on April 15, 2016. School-level users should select all adopted reading instructional materials from the lists provided and add any other materials in the text boxes. Information regarding materials specifically for ESE and ELL students should be listed in the text box labeled “Other.” To review and edit all school information for Chart F and Chart I before submitting, please use the links provided within this section online.**

CHART F: MIDDLE SCHOOL INSTRUCTIONAL MATERIALS INFORMATION District Name: CHARLOTTE: 1617
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1.2

CHART I: HIGH SCHOOL INSTRUCTIONAL MATERIALS INFORMATION District Name: CHARLOTTE: 1617
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2. The goal of a middle school and high school literacy program is to provide a variety of methods and materials so that students develop strategies and critical thinking skills in reading/literacy. This goal applies to the following:

- a) Describe what evidence the district will collect, at what specific times and by whom, to demonstrate that reading intervention services meet the needs of low-performing students, students with disabilities (including students who take the FAA) and ELL and facilitate their college-career readiness by high school graduation; and**
- b) Describe what evidence the district will collect, at what specific times and by whom, to demonstrate that the reading development of students performing on or above grade level continues to progress toward college-career readiness by high school graduation.**

The district espouses a continuous improvement model for reading intervention. Programs to enhance skills and move students forward at an accelerated pace are also available for use within remedial settings. Some of the programs which help to remediate, are also provide enrichment and allow our students to move forward. iReady is one such program used 6-8 as a supplemental programs. Individual students may use Fast ForWord if it meets the student need. Explicit instruction is never supplanted by such programs. Teachers work diligently to meet student needs through differentiated classroom instruction as well.

Evidences to support that this occurs reside within the district data warehouse, individual teach lessons, student samples, and observational data. Stakeholders responsible for these evidences include instructional leaders such as site-based admin teams and their principal, district and/or site-based coaches, teacher and student portfolios or samples.

Evidences from formal progress monitoring is collected three times yearly in specifics testing windows beginning (August) Middle (Dec-Jan), and End (April-May) of the year. Formative assessments are collected in classrooms both orally and in writing daily and throughout the year.

- 3. To effectively use assessment data, districts and schools must carefully craft protocols that efficiently differentiate student reading/literacy needs and offer an appropriate array of intervention options that meet various individual student learning needs, including the needs of students with disabilities and English language learners.**

Schools must progress monitor students not meeting the school district or state requirements for proficiency in reading in order to appropriately plan for subsequent instruction and ensure student learning progress over time. This

progress monitoring should include a baseline, mid-year and end-of-the-year assessment.

Schools must diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on the ELA FSA. Although formal diagnostic assessments provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The only reason to administer a formal diagnostic assessment to any student is to determine the specific deficit at hand so that teachers can better inform instruction to meet the needs of students who continue to struggle in reading. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach and reading specialist. These should also be conducted for students who take FAA.

Each identified struggling reader must be provided instruction that best fits his or her needs. Districts must establish criteria beyond the ELA FSA for placing students into different levels of intensity for reading intervention to be certain that students are sufficiently challenged but not frustrated in relating to text of varying complexity.

Complete an Assessment/Curriculum Decision Tree (Chart G) to demonstrate how assessment data from progress monitoring and other forms of assessment will be used to determine specific interventions for students at each grade level. The chart must include:

- Name of assessment(s);
- Targeted audience;
- Performance benchmark used for decision-making;
- Assessment/curriculum connection; 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.

* District contacts will create and upload Chart G for grades 6-12 using the link found within this section online. A sample for Chart G (Assessment/Curriculum Decision Tree) can be found in the [Appendix](#). Please upload the desired file.

Chart G (Assessment/Curriculum Decision Tree) Grades 6-1

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[Chart G – Middle School/High School Assessment Curriculum Decision Tree](#)

Comment:

MIDDLE SCHOOL

<p>FSA is the first data point for all placements: Grade 6 L1 259-308 L2 309-325 Grade 7 L1 257-322 L2 318-332 Grade 8 L1 276-323 L2 328-342</p>	<p>Placement:</p> <p>It is recommended that students who score at L1 be placed in a block reading class.</p> <p>It is recommended that students who score at L2 be placed in a single reading class.</p>	<p>Intensive Reading M/J 1000010</p> <p>Intensive Reading M/J 1000010</p>	
<p>Grade 6</p>			<p>Other Options:</p>
<p>609 and above</p>	<p>General English/L Arts</p>	<p>M/J 1001010 Lang Arts</p>	
<p>579-608</p>	<p><i>Recommended:</i> Single additional class</p>	<p>M/J 1000010 Intensive Read</p>	<p>CAR-PD or NG-CAR-PD or HQ Teacher</p>
<p>578 and below</p>	<p><i>Strongly Recommended:</i> Block Class</p>	<p>M/J 1000010 Intensive Read</p>	<p>HQ Teacher</p>
<p>Grade 7</p>			
<p>616 and above</p>	<p>General English/L Arts</p>	<p>M/J 1001040</p>	
<p>609-615</p>	<p><i>Recommended:</i> Single additional class</p>	<p>M/J 1000010 Intensive Read</p>	<p>CAR-PD or NG CAR-PD</p>
<p>608 and below</p>	<p>Block Class</p>	<p>M/J 1000010 Intensive Read</p>	<p>HQ Teacher</p>
<p>Grade 8</p>			
<p>632 and above</p>	<p>General English/L Arts</p>	<p>M/J 1001070</p>	
<p>616-631</p>	<p><i>Recommended:</i> Single additional class</p>	<p>M/J 1000010 Intensive Read</p>	<p>CAR-PD or NG CAR-PD or HQ Teacher</p>
<p>615 and below</p>	<p><i>Strongly Recommended:</i> Block Class</p>	<p>M/J 1000010 Intensive Read</p>	<p>HQ Teacher</p>
<p>Additional ESE Placement Grades 6-8 An IEP Team looks at the IEP and data and decides. To be in an access course ALL 3 of the following criteria MUST be met: 1. The student has a significant cognitive disability. 2 Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications as defined in paragraph 6A-6.03411(1)(2), F.A.C., to the grade-level general state content standards pursuant to Rule6A=1.09401, F.A.C. 3. The student requires direct instruction in areas of English Language Arts, math, social studies and science, based upon access points pursuant to Rule 6A-1.09401, F.A.C. in order to acquire, generalize, and transfer skills across settings.</p>		<p>7810011 M/J Access Lang Arts 1 7810012 M/J Access Lang Arts 2 7810013 M/J Access Lang Arts 3</p>	

NOTE: scoring at a level 1 are suggested to be placed in a block class. This curriculum emphasizes foundational skills that may be lacking. Phonics and/or phonemic awareness may need attention. In addition, more close readings provide differing perspectives, strengthened vocabulary, and better comprehension. Individual attention is granted to students in need and small group and whole group instruction is included.

Students scoring at a level 2 will focus on vocabulary and comprehension. Exposure to the anchor texts of the general curriculum in reading with a strategies focus and then again in English with the language arts focus provides additional close readings. This double exposure to reading and learning helps students to strengthen reading abilities.

All students are also expected to participate in curriculum to strengthen vocabulary and comprehension as well as oral language and writing. Differentiation is used to help these students at all levels with small and whole group teaching offered. All students are exposed to the general curriculum and anchor texts district-wide to provide grade-level expectations.

General classes will provide “stretch” lessons for enrichment to students who are reaching success.

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<p>FSA is the first data point for all placements: Grade 9 L1 276-327 L2 328-342 Grade 10 L1 284-333 L2 334-349 Grade 11/12 349 and below</p>	<p>Placement:</p> <p>It is strongly <i>recommended</i> that students who score at L1 be placed in a block reading class.</p> <p>It is <i>recommended</i> that students who score at L2 be placed in a single reading class.</p>	<p>Intensive Reading 1000410</p> <p>Intensive Reading 1000410</p>	<p>NOTE: All teachers should be highly qualified. This is just the first data point in a series for placement.</p>
<p>1</p> <p>iReady Scale Score (grade prior) An additional point of placement after FSA</p>	<p>Placement</p>	<p>Corresponding Course</p>	<p>Notes: All teachers should be Highly Qualified. When possible a block is encouraged to meet student needs</p>
<p>Grade 9</p>			<p>Other Options:</p>
<p>642 and above</p>	<p>General English</p>	<p>English I 1001310</p>	<p>Some students may be placed in DE or AP courses</p>
<p>632-641</p>	<p><i>Recommend:</i> Single additional class</p>	<p>Intensive Reading 1000410</p>	<p>CAR-PD or NG-CAR-PD or HQ teacher</p>
<p>631 and below</p>	<p><i>Strongly recommend:</i> Block Class</p>	<p>Intensive Reading 1000410</p>	
<p>USA TEST PREP (an additional point of</p>			

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placement after FSA			
Grade 10			
51%ile and above	General English	English 2 1001340	Some students may be placed in DE or AP courses
26%ile – 50%ile	<i>Recommend:</i> Single additional class	Intensive Reading 1000410	CAR-PD or NG CAR-PD or HQ teacher
25%ile and below	<i>Strongly Recommend:</i> Block Class	Intensive Reading 1000410	HQ Teacher

USA TEST PREP (an additional point of placement after FSA)	Placement	Corresponding Course	Notes: All teachers should be Highly Qualified. When possible a block is encouraged to meet student need
Grade 11			
51%ile and above	General English	English 3 1001370	Some students may be placed in DE or AP courses
26%ile – 50%ile & <i>Students with a concordant score</i>	<i>Recommended:</i> Single additional class *	Intensive Reading 1000410	CAR-PD or NG CAR-PD Students who have met graduation requirements through a concordant score must still participate in remediation.
25%ile and below	<i>Strongly recommended:</i> Block Class	Intensive Reading 1000410	
Grade 12			

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51%ile and above	General English	FL College Prep English IV 1001405	Some students may be placed in DE or AP courses
26%ile – 50%ile		FL College Prep English IV 1001405	Counts as remedial
25%ile and below	<i>Strongly Recommended:</i> In addition to FL College Prep.	Intensive Reading 1000410	Counts as remedial

<p>Additional ESE Placement 9-12 An IEP Team looks at the IEP and data and decides. To be in an access course ALL 3 of the following criteria MUST be met: 1. The student has a significant cognitive disability. 2 Even with appropriate and allowable instructional accommodations, assistive technology or accessible instructional materials, the student requires modifications as defined in paragraph 6A-6.03411(1)(2), F.A.C., to the grade-level general state content standards pursuant to Rule6A=1.09401, F.A.C. 3. The student requires direct instruction in areas of English Language Arts, math, social studies and science, based upon access points pursuant to Rule 6A-1.09401, F.A.C. in order to acquire, generalize, and transfer skills across settings.</p>	<p>7910011 Access English ½ (grade 9-10) 7910012 Access English ¾ (grades 11-12)</p>	<p>All courses are multiple credit courses – Access courses only limited to a maximum of 2.0 Credits</p>
<p>NOTE: Students scoring at a level 1 are suggested to be placed in a block class, but are allowed a single class to remediate skills. . This curriculum emphasizes foundational skills that may be lacking. In addition, more close readings provide differing perspectives, strengthened vocabulary, and better comprehension. Individual attention is granted to students in need and small group and whole group instruction is included. Based upon need, some students have individualized instruction (IEP Directed, etc.) and personalized help with skills.</p> <p>Students scoring at a level 2 will focus on vocabulary and comprehension. Exposure to the anchor texts of the general curriculum in reading with a strategies focus and then again in English with the language arts focus provides additional close readings. This double exposure to reading and learning helps students to strengthen reading abilities.</p> <p>All students are also expected to participate in curriculum to strengthen vocabulary ((Greek & Latin root words, prefixes, suffixes, are all part of this instruction) alongside comprehension as well as oral language and varied writing.</p> <p>Differentiation is used to help these students at all levels with small and whole group teaching offered. All students are exposed to the general curriculum and anchor texts district-wide to provide grade-level expectations.</p> <p>General classes will provide “stretch” lessons for enrichment to students who are reaching success.</p>		

4. How will teachers match students to texts and provide ongoing access for all students (via universal design principles) to leveled classroom libraries of both literary and informational text focused on content area concepts throughout the day? Who is responsible for monitoring this?

Daily independent reading is incorporated into all reading classrooms as part of the curriculum and is monitored and sometimes assessed by the teacher. Students have access to authentic fiction and non-fiction independent reading from classroom and media center libraries. Additionally, high school students (grade 9/10) have core texts through the libraries of Plugged in to Reading (non-fiction). Grade 6-11 have the HMH Collections at each grade level as core text and a multitude of online resources as well.

Classroom libraries are an integral part of the reading classroom. Teachers not only use district monies to expand the library regularly, but also contribute funds from teacher lead monies to insure its growth and survival as well as its relevancy. Media specialists also promote classroom visits and not only print materials, but also e-materials and formats beyond viewable text for all students. This includes, but is not limited to audio books, graphic novels, read alouds and pictures and/or artwork. Book passes and book talks, from peers and teachers help students to choose available reading materials.

When having difficulty choosing an independent read, teachers are always on hand to help find the “just right” fit for the student. Leveling books and matching students to text and vise-versa is an on-going process in both the reading classroom and within the media services provided to all students. Easy to access lexile information for a data point for teachers and students is oftentimes used. The district curriculum specialist provides formal and informal book talks to classrooms when visiting schools per teacher and sometimes student request. Additionally, collegial discussions and electronic information boards provide up-to-date information and questions and answers for teachers to review and implement as it meets students’ curricular needs.

Additional materials to promote student learning are also available to students. Audio support provides the opportunity for a “stretch text” while mitigating frustration factors. Students who have special needs are provided for individually. ESE team members, including hearing, speech, and/or vision specialists collaborate to recommend placement of students with special needs along with assessment of the data and medical reports to determine individual student needs. Readings for the blind, auditory supports, and Braille are all accommodated according to specific needs.

All stakeholders, from the individual teacher, through school administration, up to the district staff and media specialists take part in making sure that students have access to appropriate texts including independent reads,

5. Students' college-career readiness is dependent upon high quality learning opportunities in content area and elective classrooms. What evidence will be collected, at what specific times and by whom, to demonstrate that instructional practices are used to help students develop literacy skills for critical thinking and content area mastery? Describe how teachers are implementing text-based content area instruction in:

- English language arts;
- History/social studies;
- Science/technical subjects;
- Mathematics; and
- Elective classes.

As part of the recursive processes of reading and writing, student use of writing represents and communicates one's thinking and negotiating the understandings and misunderstandings of the content and oftentimes oneself or the world around him/her. Writing helps to shape beliefs and is a strategy to aid the learning process. From a simple informal response to a formal research paper, students in Charlotte County will deepen understanding through the use of writing. History/social studies are utilizing the Document Based Questioning program or DBQ which provides for writing in an historical context. Science not only uses technical writing for labs and experimentation, but also implores the use of argumentation in scientific writing and some teachers have been trained in the ADI or Argumentative Driven Inquiry. Mathematics using writing to provide understanding of process and explanation of thinking. The SIM, unit organizer is utilized in some schools. All elective classes use writing and/or the arts to capture their thinking or to learn about content.

The opportunity for choice to generate products to show skills and content understanding are part of all curricular areas. Online projects, analysis of content, comparing and contrasting, sequential reporting, problem-solution inquiry and the use of debate may be infused in any of the above curricular areas. Writing to learn can also incorporate symbols and visual representations (integrating the arts). Implementation will vary, but all strategies and learning will be research-based. Charlotte's use of the iObservation system will monitor classroom/teacher behaviors, much of which is supported by the teachings of Marzano and be able to provide feedback where more writing is necessary. Follow up observations after professional development provide evidences as well as student work samples and/or assessment data. This data can be formative or summative in nature and may be housed with teachers and/or the data warehouse for grades, etc.

Schools evaluate student writing daily in classrooms and more structured writings are put together by departments and students write at least twice a year (Schools determine the dates of need) and teachers evaluate and identify trends, needs for instructions, etc. At this time there is no district-test that is given. Writing is engaged in within all classrooms and in differing forms.

6. What supportive reading opportunities will be provided beyond the school day? Include criteria for student eligibility and how these opportunities are linked to reading instruction provided during the school day.

At the middle and high school levels, after school activities are open to all students. Some of the opportunities that students have to read and write where they are actively engaged include, but are not limited to sponsored clubs such as creative writing groups, Shakespeare Clubs, yearbook and journalism which include several forms of media literacy, and drama clubs to name a few. MUN or Model United Nations, Robotics Clubs, STEM Camps are also clubs requiring literacy understandings. Reading and writing, as well as critical thinking are integrated in each of these clubs or groups and work to enhance and enrich learning. 4

7. For the following unique student populations, which screening and progress monitoring tools are used to determine instructional needs in reading and subsequent placement in intervention.

- Non-English speaking ELL
- Students with significant cognitive disabilities who take the FAA
- Students with a severe speech impairment (i.e. severe articulation or speech fluency)
- Students who are deaf or hard-of-hearing
- Students with a severe visual impairment
- Grades 6 and above transfer students who do not have FSA ELA scores and/or other standardized reading scores. NOTE: If no scores are available, appropriate assessments should be administered to determine the overall reading ability of the student and to identify appropriate placement.

As with general education students, placement for unique populations utilize a variety of data points to place students in the most appropriate classes. All of our non-English speaking students are placed according to the IPT testing in as a students whose needs are differentiated in an ELL designated program. These students are all in an immersion model supported by reading and ESOL strategies, differentiated instruction, and as needed, technology support is provided. These students participate in the state testing and in WIDA testing yearly. Middle school ELL students also use iReady. Outcome measures are considered for placement to meet student needs. On-going progress monitoring and formative assessments monitor growth.

Students with significant cognitive disabilities who take the FAA placement is determined with a variety of data points and reports. ESE team members collaborate and review data to determine the best placement of a student. Individual IEPs, psychological and academic reports, are also data points. Once placed, these students are progress monitored through a variety of ways, including, but not limited to iReady, or PLOP, which is Present Level of Performance. Unique curriculum and progress reports and IEP progress monitoring.

ESE team members, including a hearing impaired specialist and/or vision specialists collaborate and review data to determine the best placement of a student with severe speech/auditory, vision, or hearing impaired impairments. Assessments are determined by the ESE team members. Individual Education Plan (IEP) documentation along with assessment data and medical reports drive the placement of students with any of these unique impairments. All applicable accommodations for those students are met, including types of and modifications for assessment. Progress monitoring is individually occurring based upon a student's disability and his/her needs.

When a student who is grade 6 or above moves from one grade to another, or is a transfer student to Charlotte County Public Schools, does not have a state assessment score, the following criteria will be used to assess the student for placement:

- Does the student have a testing history that can be accessed? If so, use it and check student attendance and grades as well as assessment data if it exists to determine placement.
- Does the student (who comes from another district) have current FSA/ELA data in the Florida System? If so, use this data as part of the determinant for placement. Was the student in an intensive reading classroom the year he or she is without a state assessment score? Again, check attendance and grades to determine if placement is necessary.
- If he or she was not in an intensive read class, what were the student scores in English and other content area classes? This may be a determining factor for placement or not. This student should be monitored at the grading period to verify any placement is the proper placement.
- Did the student move from out of state? If so, is there a concordant score that can be utilized for placement? Check the student's test history from the state from which he or she has moved. Use it along with student past placement and grades when making a determination.
- If the student has no scores at all, his or her academic record should be considered, along with attendance and parental discussion to determine placement. Current progress monitoring at the appropriate grade level could be administered prior to discussions with the parent so that some current data is available. Individual students should take part in the next progress monitoring, as well as follow his/her progress during the first grading period within our schools to assure proper placement.

Students who transfer in to Charlotte County also use the above questions to determine placement. As with any student, proper placement in an appropriate learning environment is the goal. If needed, diagnostics such as iReady, and /or IPT (for ELLs) may be utilized.

NOTE: If no scores are available, appropriate, grade-level assessments should be administered to determine the overall reading ability of the student and to identify appropriate placement.

Third-Grade Summer Reading Camp

Please complete Chart SRC regarding Summer Reading Camp.

Please upload your daily schedule for Summer Reading Camp.

Additional data will be requested following the completion of Summer Reading Camp.

Chart SRC - Summer Reading Camp : Charlotte District

[Print Page](#)

Please complete the following chart providing Third-Grade Summer Reading Camp (SRC) information as specified in Section 1008.25(7), Florida Statutes, (F.S.) and Section 1011.62(9), F.S.

1. Provide the number of school sites and the name of each school hosting a SRC.	1 site for all/Peace River Elementary School
2. Provide the dates the SRC will be provided to students in your district, including the start and end dates, days of the week camp will be held and hours of reading instruction per day.	Total number of instructional days: <input checked="" type="checkbox"/> M <input checked="" type="checkbox"/> T <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> Th <input checked="" type="checkbox"/> F Number of instructional hours per day: 5.5 hours Start Date: 06/02/2016 End Date: 06/29/2016
3. What is the anticipated teacher/student ratio?	1:12
4. It is understood that third grade students scheduled for retention will be served in Summer Reading Camp. What other grades will be served?	none
5. What evidence will be collected that demonstrates that growth in student achievement has resulted from instruction provided in SRC?	Informal assessments, iReady & DRA in addition to the student portfolio and alternative assessment will be used as tools for promotion and evidence of instructional success.
6. What evidence will be collected to ensure that teachers selected to deliver SRC instruction are highly effective or reading endorsed?	We strive to place our best teachers in Summer Reading Camp positions. We do this by ensuring that teachers have had experience with teaching third grade and have completed the professional development that is expected of all highly qualified educators. A rubric is used in an

	attempt to be objective when hiring teachers. All applicants receive points for grade level taught, prior SRC experience, and for endorsements, certifications, and recent professional development related to reading. Rubric is available upon request. Additionally, the district looks at the growth model reports from iReady and VAM data of the SRC teachers.
7. What evidence will be collected to ensure that technology, instructional materials and text utilized by students during SRC are beneficial?	Results on iReady assessments Use of state adopted research-based materials Leveled readers, guided reading and informational strategies and differentiation based upon evidence-based reading research.
8. What evidence will be collected to ensure that screening, progress monitoring and other assessment tools utilized during SRC are appropriate and effective?	SAT 10 Form H results SAT 10 Form A is utilized during the school year as an alternative assessment to the FSA and is used for good cause promotion. SAT 10 Form H is utilized at the end of Summer Reading Camp to determine proficiency.
9. Please provide the following data pertaining to students identified for retention for the 2016-17 school year. NOTE: This information will be added after the students are tested and numbers are known (expected time frame end of April/Beginning of May, 2016.	
The total number of third-grade students identified for retention, who did not met a good cause exemption.	<input type="text" value="200"/>
The total number of third-grade ELL students identified for retention, who did not met a good cause exemption.	<input type="text" value="10"/>
The total number of third-grade ESE students identified for retention, who did not met a good cause exemption.	<input type="text" value="75"/>
The total number of students expected to attend the 2016 SRC.	<input type="text" value="100"/>
The total number of ELL students expected to attend the 2016 SRC.	<input type="text" value="5"/>
The total number of ESE students expected to attend the 2016 SRC.	0

This Reading Plan (2016-2017) is a fluid document intended to guide the placement and actions of our reading classes. It is also aligned with the District Strategic Plan:

To address barriers to learning. Our three main barriers at the time of this writing included:

- Weak student engagement, motivation and critical thinking
- Weak knowledge, implementation experience, instructional focus and curriculum cohesion as related to the FL Standards and FSA assessment.
- Differentiation as it applied to instructional application and technique.

One Voice, One Team, One Message
Phebe Westby, PreK-5 ELA Curriculum Specialist
Kym Sheehan, 6-12 ELA Curriculum Specialist
May, 6, 2016



One Voice, One Team, One Message

Reading Plan

SY 2016-2017

*"Once you learn to read, you will be forever free."
~Fredrick Douglas*