

17-18 CRP in Word Format

Contact Information

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

District Name: Gulf
District Contact: Lori Price
Contact Address: 150 Middle School Road Port St. Joe, FL 32456
Contact Email: lprice@gulf.k12.fl.us
Contact Telephone: 850-229-6940
Contact Fax: 850-227-1999

District-Level Leadership

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

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

Interim goals should be appropriate to meet the requirements of the 2020 goal.

Performance Goals	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
State Overall FSA-ELA	52	*	*	*	58
District Overall FSA-ELA	50	51	53	55	56

Growth (Learning Gains) Goals	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
State Gains FSA-ELA	52	*	*	*	59
District Gains FSA-ELA	55	57	59	61	62

Achievement Gaps on FSA-ELA	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
White/African American	29	*	*	*	20
White/Hispanic	15	*	*	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	*	*	18
Students with Disabilities/Students without Disabilities	37	*	*	*	24
English Language Learners/ Non-English Language Learners	30	*	*	*	20

District Achievement Gaps on FSA-ELA	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
White/African American	25	23	21	19	17
White/Hispanic	31	29	26	23	20
Economically Disadvantaged/Non-Economically Disadvantaged	30	27	25	23	20
Students with Disabilities/Students without Disabilities	40	37	34	30	27
English Language Learners/ Non-English Language Learners	0	0	0	0	0

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

Most of the allocation (90%+) will be used to pay salaries and benefits for highly qualified reading personnel. A reading coach will be provided to support the literacy program at the schools. The coach will provide individual, group, and whole staff training in the Florida Standards, text complexity, text dependent questioning, evidence based questioning, and but not limited to the reading-writing connections of comprehension. The reading coach will also be available for modeling lessons, co-teaching within the classrooms, conferences, observations and feedback. The reading coach will also oversee progress monitoring for ELA throughout the district. An intensive reading teacher (former reading coach) will be provided for one high school who has the lowest ELA scores in the district. The teacher will teach reading to all tenth grade students and to students who have been targeted for remediation based on standardized test scores. An intensive reading teacher will be provided at the largest elementary school in the district and the only elementary school to have an ELL population (currently there are eleven ELL students in the district, eight of which are at the elementary level). The remaining portion of the allocation will be used to purchase supplies and research-based materials for instruction.

(section 3) In regards to district-level monitoring of student achievement progress, please address the following:

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

The district reading coach collects progress monitoring data from all sites and works in conjunction with the Assistant Superintendent for Instruction to disaggregate that data. The data is then returned to the principals and curriculum coordinators for use in refining instruction.

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

FAIR-FS is administered three times per year (fall, mid-year, and spring) to students in grades 3-10 and to those students beyond grade ten who have not yet met the graduation requirements for reading. Similarly, DIBELS Next is administered to students in K-2 three times per year. The administration of these assessments is done by the classroom teacher, but is overseen by the district reading coach. Additional progress monitoring is done with the benchmark assessments in the basal reading program in grades K-6 (Harcourt Journeys) and teacher made assessments. For those students in the MTSS,

progress monitoring is continual to ensure that the interventions applied are effective and meet the specific needs of the individual. If those interventions prove effective they are continued. If not, those interventions are replaced or are combined with additional strategies. To ascertain that instruction is both systematic and explicit, principals will review lesson plans weekly, conduct weekly walkthroughs, and conduct formal observations 1-3 times per year.

3.3 How often will student progress monitoring data be collected and reviewed by the district?

Quarterly

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

The district will facilitate improvement at both the elementary and secondary levels that are not making academic improvements as determined by fidelity checks and student performance data by rescheduling the reading coach's time at the struggling school, so that more time can be devoted to working directly with teachers and the principal; re-evaluating staffing patterns and reading programs; checking for fidelity of implementation of programs; possible reallocating funds to programs and resources that have proven more effective; and increase focus of any identified subgroup not demonstrating adequate progress.

(section 5) In regards to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

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

Assistant Superintendent for Instruction

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

Principals review lesson plans weekly to assure that instruction is aligned to all pertinent standards. Frequent classroom walkthroughs and formal observations confirm that lessons are delivered as planned. Walkthroughs are conducted as part of the principals' daily routine. Each classroom is visited at least once a week. Formal observations are conducted 1-2 times per year (2-3 time per year for teachers new to the district.) Principals review lesson plans weekly to assure that instruction is aligned to all pertinent standards. Frequent classroom walkthroughs and formal observations confirm that lessons are delivered as planned.

5.3 How often will this evidence be collected at the district level?

Lesson plans are reviewed weekly. Classroom walkthroughs are conducted daily. Classrooms are visited at least once a week. Formal observations are done 1-3 times per year.

(section 6) In regards to access to informational text for each content area in a variety of mediums, please address the following:

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

Assistant Superintendent for Instruction

6.2 In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?

Classroom libraries will include a representative range of genres, interests, reading levels, and cultures. The classroom library will be leveled to support specific content and/or to align with the Accelerated Reader program, which serves as the monitoring system for independent reading. Students will have daily opportunities for independent reading. In addition to daily independent reading of tradebooks found in the classroom library, students will have access to the media center. Students also have access to Kindle readers pre-loaded with the both classic literature and informational texts

(section 7) In regards to Universal Design for Learning (UDL), please address the following:

7.1 Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?

Assistant Superintendent for Instruction

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

A successful UDL classroom is grounded in three principles: multiple means of representation – using a variety of methods to present information, provide a range of means to support; multiple means of action and expression – providing learners with alternative ways to act skillfully and demonstrate what they know; and multiple means of engagement – tapping into learners’ interests by offering choices of content and tools; motivating learners by offering adjustable levels of challenge. To ensure that these principles are in place and that classroom instruction is accessible to the full range of learners, principals conduct frequent walkthroughs, formal and informal classroom observations, and weekly review of lesson plans. The district will ensure that all classroom instruction is accessible to the full range of learners using the principles of UDL by training teachers in providing multiple means of the representation (the “what”), of action & expression (the “how”), and of engagement (the “why”). These trainings will be initiated in the summer and continued throughout the 2017-18 school year in the form of lesson plan studies and peer observations.

7.3 How often will this evidence be collected at the district level?

Lesson plans are reviewed weekly. Classroom walkthroughs are conducted daily. Classrooms are visited at least once a week. Formal observations are done 1-3 times per year.

8. Provide documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2017-2018 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan as well.