



FOIL Fall 2017

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Learning Goals

- Review the goals within the K12 Reading Plan in order to better align district resources.
- Establish a common definition for explicit, systematic, sequential and multisensory instruction.

Resource alignment of the K12 Reading Plan in relation to the goals

Performance Goals	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
State Overall FSA-ELA	52	54	*	*	58
District Overall FSA-ELA	58	59 60	61	62	64

Growth (Learning Gains) Goals	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
State Gains FSA-ELA	52	*	*	*	59
District Gains FSA-ELA	56	57 57	59	61	63

State Achievement Gaps on FSA-ELA	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
White/African American	29	29	*	*	20
White/Hispanic	15	16	*	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	27	*	*	18
Students with Disabilities/Students without Disabilities	37	38	*	*	24
English Language Learners/ Non-English Language Learners	30	32	*	*	20

District Achievement Gaps on FSA-ELA	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
White/African American	37	34 36	31	28	25
White/Hispanic	28	26 29	23	22	19
Economically Disadvantaged/Non-Economically Disadvantaged	30	28 29	25	23	20
Students with Disabilities/Students without Disabilities	36	33 37	30	27	24
English Language Learners/ Non-English Language Learners	44	41 45	37	34	30

Resource alignment of the K12 Reading Plan in relation to the goals

Performance Goals	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
State Overall FSA-ELA	52	54	*	*	58
District Overall FSA-ELA	43	44 41	46	47	49

Growth (Learning Gains) Goals	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
State Gains FSA-ELA	52	*	*	*	59
District Gains FSA-ELA	47	49 43	51	52	54

State Achievement Gaps on FSA-ELA	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
White/African American	29	29	*	*	20
White/Hispanic	15	16	*	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	27	*	*	18
Students with Disabilities/Students without Disabilities	37	38	*	*	24
English Language Learners/ Non-English Language Learners	30	32	*	*	20

District Achievement Gaps on FSA-ELA	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
White/African American	24	22 23	20	18	16
White/Hispanic	17	16 18	14	12	11
Economically Disadvantaged/Non-Economically Disadvantaged	16	15 17	14	13	11
Students with Disabilities/Students without Disabilities	34	32 28	29	26	23
English Language Learners/ Non-English Language Learners	11	10 22	9	8	7

Resource alignment of the K12 Reading Plan

Section 1011.62(9) F.S. outlines the following ways a district may spend the categorical:

1. The provision of the additional hour of reading instruction to students in the 300 lowest performing elementary schools.
2. K-5 reading intervention teachers.
3. Reading coaches.
4. Professional development in reading instruction.
5. Summer reading camps.
6. Supplemental instructional materials.
7. Intensive interventions for K-12 students with deficiencies in reading.

Reflection Questions

- Does my district submit a similar plan each year or does it change to reflect current needs?
- Are we getting the results we expect from our decisions?
- Are we closing our achievement gaps?
- Where did my district choose to spend our funding this year?
- Why did my district make these choices?



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Examples of Definitions

- Explicit instruction
- Systematic and sequential instruction
- Multisensory instruction

Explicit Instruction

- The Florida Center for Reading Research (FCRR) defines explicit instructions as:

Explicit instruction is teacher-led, interactive instruction where the words and actions of the teacher are unambiguous and direct. The teacher begins with a clear explanation of the targeted skill, followed by modeling of the skill. Ample practice opportunities, including guided practice with corrective feedback, supported application and student independent practice using aligned student materials help the student to apply what they have been taught.

<http://www.fcrr.org/assessment/ET/elements/expInst.html>

Systematic and Sequential Instruction

- The International Dyslexia Association defines systematic and sequential instruction as:

Multisensory language instruction requires that the organization of material follows the logical order of the language. The sequence must begin with the easiest and most basic concepts and progress methodically to more difficult material. Each concept must also be based on those already learned. Concepts taught must be systematically reviewed to strengthen memory.

<https://dyslexiaida.org/multisensory-structured-language-teaching/>

Multisensory Instruction

- The International Dyslexia Association defines multisensory instruction as:

Multisensory learning involves the use of visual, auditory, and kinesthetic-tactile pathways simultaneously to enhance memory and learning of written language.

<https://dyslexiaida.org/multisensory-structured-language-teaching/>

Simultaneous Multisensory Instruction

- The International Dyslexia Association defines simultaneous multisensory instruction as:

Simultaneous, Multisensory (VAKT): Teaching uses all learning pathways in the brain (i.e., visual, auditory, kinesthetic tactile) simultaneously or sequentially in order to enhance memory and learning.

<https://dyslexiaida.org/multisensory-structured-language-teaching/>