

DISTRICT ADVISORY COUNCIL

January 16, 2019
 School Board Meeting Room
 6:00 P.M.

AGENDA

		ITEM	Presenter
1.	6:00	Call to Order/Welcome	Mr. Scott Hertz
2.	6:02	Approval of Minutes from the 11/14/2018 Meeting	Mr. Scott Hertz
3.	6:05	Public Comment* <i>(Non-DAC Members •Agenda Items)</i>	
4.	6:10	Board Update	Mrs. Gwynetta S. Gittens
5.	6:20	Site Selection Committee	Dawn Huff, Long Range Planner
6.	6:25	Differentiation	Dr. Wanda Creel, Chief Academic Officer and District Staff
7.	7:00	Breakout Group Discussions & Visitation	All
8.	7:45	Breakout Group Reports	Subcommittees
9.	7:55	Public Comment* <i>(Non-DAC Members •Non-Agenda Items)</i>	
10.	7:58	Good of the Order	All
11.	8:00	Adjournment	

***3-minute time limit per speaker**

Mission Statement: *The District Advisory Council in cooperation with the Lee County School Board will gather information and seek input from the schools and the community at large in an effort to advise the Board and develop recommendations for constant improvement of our educational system.*

The next District Advisory Council Meeting is February 20, 2019.

Topic: Presentation on Transportation

THE SCHOOL DISTRICT OF LEE COUNTY

District Advisory Council

November 14, 2018



Mission Statement: The District Advisory Council, in cooperation with the Lee County School Board, will gather information and seek input from the schools and the community at large in an effort to advise the Board and develop recommendations for constant improvement of our educational system.

Call to Order/Minutes

Mr. Scott Hertz, Chairperson, welcomed the audience and called the meeting to order at 6:00 p.m. Ms. Debbie Wright Prashad made a motion to accept the October 17, 2018 meeting minutes, as presented. The motion was seconded by Mr. Andrew Erickson. The motion carried unanimously.

Public Comment (Non-DAC Members – Agenda Items)

None

Board Update

Ms. Mary Fischer stated the District is celebrating the passage of the sales tax referendum and thanked everyone for their support. Ms. Fischer announced that, during the month of October, the District grew by over 1,000 students and said it is necessary to remain on target for building new schools and maintaining our existing facilities.

Ms. Fischer commented on the application process for the Independent Sales Surtax Oversight Committee. This Committee will monitor the District's use of the revenue collected and provide periodic reports to the Board. The Board will be reporting to the public how the revenue is spent, in accordance with the Referendum Project List.

Ms. Fischer shared two of the District's Local Legislative Priorities for which the Board will be advocating with the Legislative Delegation. The first priority is the *Grow Your Own Teacher Scholarship Proposal*, which is a two-tiered scholarship that would be in partnership with FGCU/FSW for high school seniors and college juniors/seniors that are willing to switch majors and commit to teaching in the District. The second priority is the *General Knowledge Exam Proposal*, which would change the requirements for those entering the teaching profession by extending the timeframe for passing the General Knowledge Exam, removing the employment limitations, and allowing for additional options to complete teacher certification requirements.

DAC Chair Update

Mr. Hertz shared that, based on requests from members during breakout sessions, the Executive District Advisory Committee, along with the Board and Staff Liaison, are exploring ways to become more interactive in accomplishing the District Advisory Committee's Mission.

District Mental Health Plan (SB 7026)

Ms. Lori Brooks, Assistant Director of School Counseling Services, discussed the District Mental Health Plan (SB 7026). Ms. Brooks stated that this comprehensive legislation focuses on two major initiatives – school safety and mental health. Many of the initiatives will be implemented in schools and will provide referral pathways for families that would like to engage in additional services for their children. The District provides a three-tiered support system, with Tier 1 constantly being reevaluated. Ms. Brooks discussed the roles of School Counselors, Social Workers, and School Psychologists under the new plan and the ways in which School Nurses and School Resource Officers (SROs) assist students with mental health needs. Ms. Brooks also spoke about the training available to District Staff to aid them in identifying students with mental health issues.

School Safety Updates (SB7026)

Mr. Rick Parfitt, Director of Safety and Security, discussed threat assessments and the role of SROs working with District personnel in identifying credible threats and measures that have been developed to address them. Mr. Parfitt also shared information about the new school safety app called FortifyFL .

Follow-up

Both presentations were followed by a brief question and answer session prior to the participants reconvening in breakout groups.

Questions Submitted on Cards or During Breakout Groups

- Q. Do the School Resource Officers (SROs) have a job description? What are the expectations for the SRO position? Are they expected to do rounds and monitor all areas of the school? ***Rick Parfitt, Director, Safety and Security***

Answer: Yes, SROs have a very specific job description, which clearly specifies the expectations for the position, including active circulation throughout campus.

Duties and Responsibilities of School Resource Officers (as found in our Inter-local Agreements):

1. The SRO shall coordinate all school-related activities with the principal and staff members concerned and will seek permission, advice, and guidance prior to enacting any program within the school.
2. The SRO shall develop expertise in presenting various subjects to students. Such subjects shall include a basis of understanding of the laws, the role of the police officer and the police mission.
3. The SRO shall interact with the faculty of the school to which he or she is assigned.

4. The SRO shall become familiar with the school, its policies, and the students of each school.
5. The SRO shall coordinate with the principal, or his designee, as it relates to academic issues and will also coordinate all school-related activities with the principal, or her/his designee.
6. To the extent permitted by law, the SRO shall maintain a confidential contact report on the students which he/she has occasion to counsel. However, the SRO must report violations of the laws he/she becomes aware of to their supervisor at the Sheriff's Office (or law enforcement agency). The SRO shall also protect the confidentiality of the Student Records to which he/she is provided access.
7. The SRO shall perform investigations of offenses assigned to him/her by their supervisor.
8. The SRO shall work with students, faculty, and parents, when presenting various programs.
9. The SRO shall integrate with the students in the following ways: during class breaks, during lunch periods, before and after school, at school activities, such as football and basketball games, and in classrooms.
10. The SRO shall perform other law enforcement duties which are assigned by their supervisors such as latent investigations, special investigations, and special assignments.
11. The SRO shall serve as referral resource for the students, faculty, and parents to social agencies and facilities available to the public.
12. The SRO shall adhere to School Board Policy, (Where that policy does not conflict with the Department's Rules and Regulations and/or Florida State Statutes concerning police officers), and Law Enforcement Policy concerning student interviews and confidentiality of investigations.

Q. Who evaluates SROs? **Rick Parfitt, Director, Safety and Security**

Answer: Their agency/supervisor evaluates them. Each agency has an SRO Supervisor, whom the school administrator may contact with questions, accolades and/or concerns.

Q. How are the SROs funded? **Greg Blurton, Chief Financial Officer**

Answer: Fifty percent of the cost associated with SROs is funded by the school district and fifty percent of the cost is funded by the agency associated with the county or city (Lee County Sheriff's Department, City of Cape Coral, City of Fort Myers, and City of Sanibel, respectively).

Q. Does the district have an SRO at each technical college? **Rick Parfitt, Director, Safety and Security; Greg Blurton, Chief Financial Officer**

Answer: No, the SROs have been provided at all traditional K-12 schools where the SROs have direct interaction with students (i.e., lunch, assemblies). The primary reason that the technical colleges do not have a designated SRO is that their role and function would be much different than intended.

Q. What happens with the half penny sales surtax? What happens next? **Greg Blurton, Chief Financial Officer**

Answer: There is a project list, which specifies how the money will be spent over the next decade. The next step is for the Board to appoint an Independent Sales Surtax Oversight Committee, which will consist of qualified members from the community whose purpose shall be to oversee the use of sales tax revenues, in accordance with the District's Project List, and provide periodic reports of such use to the School Board and to the public. Sales surtax collections will begin in January, 2019 and will be available for the district's use starting in April, 2019 (estimated timeframe).

Q. What happened with changes to the new student enrollment plan? **Soretta Ralph, Executive Director, Student Enrollment**

Answer: The Student Enrollment Plan, which incorporated changes, was Board-approved on November 20, 2018. Updates to the plan include:

- *Kindergarten pre-registration (Oct. 22 – Nov. 30) is being offered for the first time.*
- *The Eligibility Pool (EP) has been reduced from 15 days to 10 days after the start of school to reduce disruption and to stabilize classrooms.*
- *Elementary students who are not receiving their #1, #2, #3 selection (during open enrollment/Batch One) are automatically placed in the eligibility pool.*
- *The Student Enrollment Department will work to enroll current District Pre-K students in the school the child has attended for Pre-K, if the parent desires that school.*

- *The department's name has been changed from Student Assignment to Student Enrollment as the district enrolls students into the School District of Lee County (SDLC).*
- *The Plan has been reordered to put emphasis on information that parents/guardians need to know in order to enroll students into the SDLC.*

The Board-approved plan is attached.

- Q. Is the movement of students and the number of choices being addressed? **Soretta Ralph, Executive Director, Student Enrollment**

Answer: Students are monitored closely. Students in middle and high schools are permitted to transfer only at the semester. The number of choices will be addressed through the proximity plan, which will be part of the 2020-2021 Student Enrollment Plan.

- Q. SalusCare can be scary for elementary students and families. Is there another option for parents? **Lori Brooks, Assistant Director, Counseling Services**

Answer: Parents may engage with any provider of their choice. If parents would like their child to go to SalusCare, the new referral pathway provides them with an appointment for their child's intake assessment instead of having to wait for a first-come, first-served appointment.

- Q. Is funding from the legislature relative to mental health support already spent? **Lori Brooks, Assistant Director, Counseling Services**

Answer: The funding for 2018 - 2019 is being spent throughout this school year.

- Q. Do charter schools receive any sales surtax proceeds? **Greg Blurton, Chief Financial Officer**

Answer: No, charter schools will not receive proceeds from the half penny sales surtax.

- Q. Are students in Tier 2 and Tier 3 being tracked, either when they move schools and/or when they advance to subsequent grade levels? **Dr. Wanda Creel, Chief Academic Officer**

Answer: Yes, students in Tier 2 and Tier 3 are tracked in a few different ways. If the student is in the Multi-tiered Systems of Support (MTSS) process, they are tracked through a program called CASTLE. Focus indicates if a student has an MTSS plan to ensure that the incoming school knows to look for that plan. The MTSS indicator shows on classroom teachers' Focus as well. All students' data for reading fluency, formative assessments, STAR Progress Monitoring, Compass Learning Paths, and classroom

assessment transfer from school to school through CASTLE. All computer-based student applications save each student's data and it transfers with the student.

- Q. How are students with exceptional student education (ESE) needs, academic and/or behavioral, being addressed? **Dr. Wanda Creel, Chief Academic Officer**

Answer: The needs of students who are identified as ESE are addressed through the individual education plan (IEP), which is created by a team of professionals, including the parent. Each IEP includes individual goals related to academics, behavior, or both. Students' academic needs are supported by staff at the school. Students may receive support in their general education classroom or be pulled out of the class for a period of time to work on specific skills. The individual levels of need and support are specifically indicated in each IEP. Students with behavioral needs have an individualized positive behavior intervention plan (PBIP). A functional behavior assessment (FBA) may be conducted by the school team to help determine the function of the student's behavior to ensure the most appropriate strategies are written into the PBIP. Depending upon the level of student need, the IEP team may recommend additional supports offered through a separate class or center school placement.

- Q. When will the video camera project for school entry be completed? **Rick Parfitt, Director, Safety and Security**

Answer: The front door video entrances are scheduled to be completed this school year. (As every school in Florida and many throughout the country are adding these devices, the demand is slowing the delivery of the products.)

- Q. How is security addressed regarding portables, knowing that multiple entrances need to be open? **Rick Parfitt, Director, Safety and Security**

Answer: This continues to be a challenge with no easy answer. Ideally, portables should be put into place on a short-term basis. However, growth outpacing the number of schools buildings has caused portables to remain in place for longer periods of time. Many of our campuses were built as "open and inviting." Now, we live in a different world; and, security is top-of-mind for everyone. We have assessed each school and will continue to add safety and security enhancements, understanding this is a multi-faceted challenge with prevention being key to safety and security. This work, coupled with our efforts regarding mental health, threat assessment, bullying prevention, and situational awareness, all contribute to a safer learning environment for our students.

- Q. What is the plan to balance HIPPA/FERPA (federal laws regarding privacy) with school security? **Rick Parfitt, Director, Safety and Security**

Answer: Most of that deals with the mental health components, but new laws provide for sharing of information with threat assessments teams. Thus, some of those hurdles are being cleared. It will take a little time, as many agencies are not accustomed to sharing information. Our mental health staff are helping to knock down those barriers as well.

- Q. Why are teachers unable to have a two-way radio or some kind of communication device in their classrooms, as a safety precaution? **Rick Parfitt, Director, Safety and Security**

Answer: We are currently working with our I.T. Department, reviewing systems that will allow for two-way and mass notification throughout our schools.

- Q. Has the district considered how to secure schools with open courtyards or open campuses that may be accessed from the roof of buildings? **Rick Parfitt, Director, Safety and Security**

Answer: Yes, we regularly assess potential risks and how to address or mitigate security concerns, in partnership with our law enforcement partners.

- Q. With regard to district athletic competitions, how is the rotation of sporting events for the district determined (i.e., hosting a golf event)? Some Athletic Directors have suggested that the schools should select sports they will host for district competitions, as concerns have been expressed that schools may not have the proper resources to host a high-quality competition. **David LaRosa, Administrator, District Athletics**

Answer: Before a particular sports season begins, there is a meeting of the schools that comprise a particular district. Each school is represented by the Athletic Director (AD) at this meeting, during which the ADs schedule all district games for each sport, along with the school which will host the district tournament for each sport. If more than one school desires to host a district competition, there is a vote by the schools, which is recorded in the meeting minutes. If a school is going to host a district tournament, they need to have all of the equipment required for the event. I am available, as a resource, to any AD who may have questions or concerns.

Example: Boys Basketball Class 7A, Region 3 / District 11

The following schools are in this district:

Dunbar	Fort Myers – District Host
East	Lehigh
Estero	South

The schools' ADs voted to have Fort Myers High School host this district tournament.

- Q.** How do the district/schools share information and expectations regarding special programs (i.e., IB, AICE) with all students? Is this process standardized across all schools? What does a student need to know about program and graduation requirements regarding advanced programs, such as IB and AICE? **Dr. Wanda Creel, Chief Academic Officer**

Answer: The school district has zone applications for the advanced programs, such as International Baccalaureate (IB) and Advanced International Certificate of Education (AICE). They originate from the Student Enrollment Office. The district maintains an informational page to help provide support for the community and the applications may be found at the district website (www.leeschools.net) or by visiting the Student Enrollment Office, located at the Lee County Public Education Center. (Note to DAC Members, please click on the hyperlinks for more information.)

Schools advertise these programs at open houses and informational nights, and information and applications are available on their school websites. For example, on the North Fort Myers High School site, there is an informational page and the application is linked on their main homepage. This information is also available in the school's main office or by contacting the coordinator for the program at the school.

Schools build their programs to the best of their ability with regard to student capacity. They may also design their curriculum progression to match the unique talents of their staff and student population. So, while the diploma requirements for IB and AICE are established by those organizations, schools may design unique pathways that best support their students as they work toward their diploma.

In regards to Career and Technical Education (CTE) programs, space is provided in the District's annual Impact Report for CTE programs. The CTE Department works with the Communications Department to ensure our CTE program brochure is accurately reflected on the Student Assignment website as well as the departmental website. Hard copies of the CTE program brochure are physically distributed to our middle schools, with the request to have them available for parents and to be sent home with students as they consider high school options. Press releases are submitted to the Communications

Department to share event news related to CTE. Our District's CTE Department maintains a comprehensive and consistent social media presence that is accessible to all stakeholders. CTE program information is shared, via public presentations at local organizations such as Rotary, BUPAC, and Kiwanis.

- Q. Prevention Team Ratios: is this being addressed effectively? (For example, in some schools, there are 1,400 students to 1 counselor.) **Lori Brooks, Assistant Director, Counseling Services**

Answer: Please provide clarification for this question. Is this a question related to school counseling ratios, school social worker, or school psychologist ratio? They are each different and the answer can be crafted based on more specificity regarding the exact question. Thank you.

- Q. If everyone has access to FortifyFL, how are you going to stop/filter false reports? Will there be a penalty for a false report? (A concern was expressed that this could be used for bullying, teasing, etc.) **Rick Parfitt, Director, Safety and Security**

Answer: The messages are delivered to law enforcement, as the Florida Department of Law Enforcement "owns" the FortifyFL app. There are penalties in place for false reports, including criminal charges and school disciplinary code violations and consequences. The first level of screening of messages is through a center receiving the messages, then to law enforcement and school officials. We are all committed to the appropriate usage of this communication tool.

- Q. What study was done for Tier 3? How was the 3% figure determined, when I am almost certain it is larger, just not yet identified? **Dr. Wanda Creel, Chief Academic Officer**

Answer: Below is the data that was referenced in response to a question at the last DAC meeting. The data references district-required assessments. Students at each Tier may be administered school-based assessments to determine their acquisition of standards and how best to adjust instruction to meet their needs.

Estimates of Total Testing Time by Grade Level

Estimates of average time for administering state-required and district-required assessments (listed in Sections 3 and 5 above) by grade level. Subject-based assessments should be included with the grade level to which they are most likely to be administered (e.g., Biology 1 with grade 9).

Grade Level	Statewide Assessments	District Assessments	Approximate Total Testing Time (In Minutes)	Percent of Instructional Time (out of 900 hours)
K	15-20	369	384 - 389	.7%
1	0	519	519	1.0%
2	0	519	519	1.0%
3	320	459	779	1.4%
4	440	459	899	1.7%
5	600	654	1254	2.3%
6	470	450	920	1.7%
7	630	645	1275	2.4%
8	630	645	1275	2.4%
9	640	645	1285	2.4%
10	480	450	930	1.7%
11	160	645*	805	1.5%
12	0	450*	450	.8%

*90 minutes for 11th graders exempt from STAR/ELA and Math Formatives and enrolled in US History; no testing for 12th graders exempt from STAR/Formatives.

Public Comment* (Non-DAC Members *Non-Agenda Items)

None

Good of the Order

None

Adjournment

Mr. Hertz called for a motion to adjourn. Ms. Amelia Cepeda made the motion to adjourn at 7:58 p.m. and it was seconded by Ms. Stephanie Chervoni. The motion was carried unanimously.

Thank You to the following schools for having representation at this DAC meeting:

Elementary Schools: Allen Park, Bayshore, Caloosa, Cape, Colonial, Edgewood Academy, Fort Myers Beach, Franklin Park, G. Weaver Hipps, Gateway, Gulf, Hancock Creek, Hector A. Cafferata Jr., Heights, James Stephens International Academy, J. Colin English, Lehigh, Littleton, Manatee, Mirror Lakes, Orange River, Pelican, Pinewoods, Ray V. Pottorf, Rayma C. Page, San Carlos Park, Skyline, Sunshine, Tanglewood, Tice, Tortuga Preserve, Trafalgar and Villas

Middle Schools: Bonita Springs, Caloosa, Challenger, Cypress Lake Middle, Diplomat, Fort Myers, Gulf, Lehigh Acres, Oak Hammock, Paul Laurence Dunbar, The Alva School, The Sanibel School, Three Oaks, Trafalgar, Varsity Lakes, and Veterans Park Academy for the Arts

High Schools: Bonita Springs, Cape Coral, Cypress Lake, Dunbar, East Lee County, Estero, Fort Myers, Ida S. Baker, Island Coast, Mariner, North Fort Myers, Riverdale and South Fort Myers

Special Schools: Buckingham Exceptional Center, Cape Coral Technical College, Fort Myers Technical College, LAMP, Royal Palm Exceptional Center, and Success Academy

Principal Liaison: Chris Siebenaler, Elementary School; Mary Blackmon, Middle School; and Dr. Ruthie Lohmeyer, High School

School Board Liaison: Ms. Mary Fischer

Staff Liaison: Dr. Denise Carlin, Executive Director, Strategic Planning and Community Engagement

Presenters: Ms. Lori Brooks, Assistant Director of School Counseling Services; Mr. Rick Parfitt, Director of Safety & Security

Guests: None

Schools not represented at this DAC meeting:

Elementary Schools: Bonita Springs, Diplomat, Edison Park Creative and Expressive Arts (excused), Harns Marsh, Orangewood, Patriot, Pine Island, River Hall, Spring Creek, Three Oaks, Treeline and Tropic Isles (excused).

Middle Schools: Harns Marsh, Lexington, Mariner, and North Fort Myers Academy for the Arts

High Schools: Island Coast, and Lehigh Senior

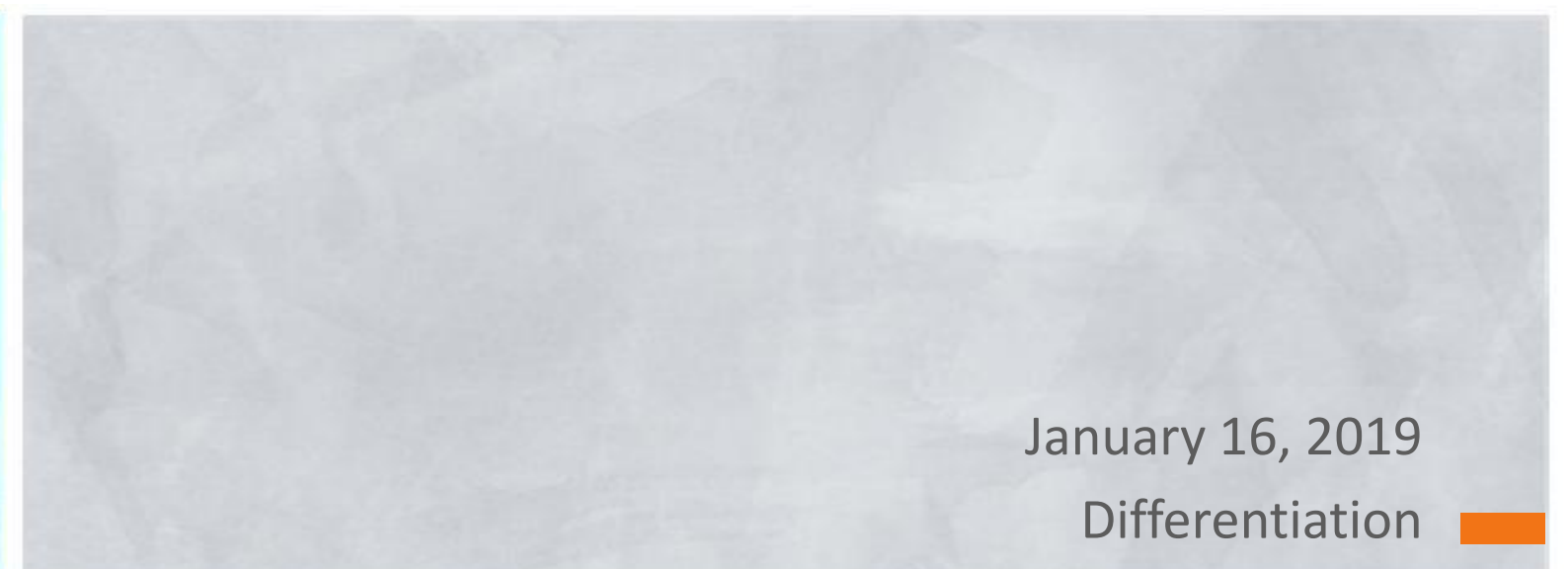

Special Schools: DJJ Sites and Dunbar Community

The next meeting of the **District Advisory Council** is scheduled for January 16, 2019 at 6:00 p.m. in the School Board Meeting Room, 2855 Colonial Blvd. Ft. Myers, Florida.

Presentation: Differentiation (presented by Academic Services)

Mary Reider, Recording Secretary

An audio-visual recording of this meeting has been produced to provide a verbatim record of the proceeding and may be viewed on the School District's Website at: www.leeschools.net/leadership/school_board/advisory_committee_information/district_advisory_council Members of the public wishing to obtain a copy of the recording of this or any meeting of the District Advisory Council must make a request through the District's Communication Department at (239) 337-8327.

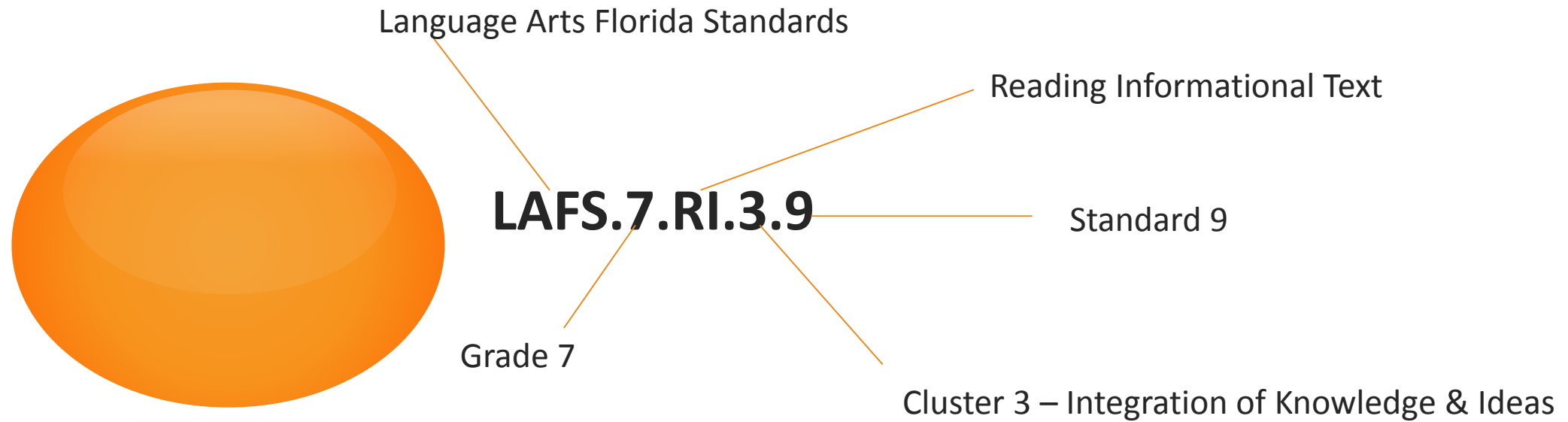


January 16, 2019

Differentiation 




District Advisory Presentation



Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Breakdown of Skills for Standard LAFS.7.RI.3.9

1. Determine Central Idea of each text. (The central idea refers to the most important idea an author is trying to convey.)
 2. Determine types of evidence an author uses to support for each text.
 3. Determine whether evidence is relevant and reasonable as well as sufficient.
 4. Compare and contrast central ideas and evidence presented in both texts.
 5. Analyze how two different authors can approach the same topic differently and use different evidence to advance the central idea.
- 

LAFS.K12.RI.3.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

The example below illustrates how skills and concepts for end-of-year, grade-specific expectations for this standard are both reinforced and expanded as students advance through the grades. The result is a "spiral effect" where students repeatedly practice mastered competencies from the year prior in the context of new competencies being "added" each year as the standard increases in complexity and sophistication. New skills and concepts "added" to each grade level from the year prior are noted in **bold**.

LAFS.11-12.RI.3.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.9-10.RI.3.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
LAFS.8.RI.3.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.7.RI.3.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.6.RI.3.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.5.RI.3.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgably.
LAFS.4.RI.3.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgably.
LAFS.3.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
LAFS.2.RI.3.9	Compare and contrast the most important points presented by two texts on the same topic.
LAFS.1.RI.3.9	Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LAFS.K.RI.3.9	With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Sample 7th Grade Florida Standards Assessment – English Language Arts Question

Place each statement in the correct box on the graphic organizer according to the ways Passage 2 and Passage 3 each present information about bats.

Passage 2	Both Passage 2 and 3	Passage 3

explains how bats use echolocation to hunt

explains that bats can determine an object's shape

explains how bats can tell some insects from others

explains how humans can benefit from studying bats

explains bats' ability to distinguish between different sounds

Curriculum Map Overview

Module #1						
Instructional Guide	Duration	Standards	Students Do <u>ELL Language Objectives</u>	Students Know	EQ	Assignment
1. Unpacking the Unit	1 block	LAFS.7.W.1.1a LAFS.7.W.1.2a LAFS.7.L.3.4	Determine mode. Determine a focus question. Determine meaning of unfamiliar words.	Difference between explanatory and argumentative prompts Reading focus Vocabulary Strategies	How does the information in the writing prompt help me set a focus for reading?	Text Tracker
2. Determining Central Ideas	3-4 blocks	LAFS.7.RI.1.1 LAFS.7.RI.1.2 LAFS.7.RI.2.4	Draw conclusions about what the text says. Infer multiple central ideas in a text. Analyze how the central ideas develop. Explain how the details in a text support the central idea. Determine how the author's use of words and phrases refines the central idea. Write an objective summary.	Topic(s) Supporting ideas Repeated or emphasized words/phrases/ideas	Which elements of an informational text help me determine and support the central ideas?	Written Response to Lesson Assessment Prompt
3. Analyzing and Synthesizing Ideas in Diverse Media	4-5 blocks	LAFS.7.RI.2.6 LAFS.7.RI.3.8 LAFS.7.RI.3.9 LAFS.7.SL.1.1 LAFS.7.SL.1.3	Identify the author's evidence used to support the argument/claim. Assess the author's reliability as a source of information. Trace arguments in speech and text. Evaluate arguments in speech and text. Synthesize key information presented by two or more authors on the same topic. Explain how authors use different positions or viewpoints to advance their claim.	Central ideas in multiple texts about the same topic Perspective Claim/Argument Counterclaim/Argument Evidence	How do different authors assert and present their arguments about the same topic?	Written Response to Lesson Assessment Prompt

Instructional Guide – Differentiation Ideas

- Learning Activities focus on the grade level standard.
- Within each learning activity, supports and extensions are provided:

Scaffolding (what, who, when): Provide a paragraph frame for the constructed written response to the formative assessment prompt.

Example: Abby Sunderland's parents _____ (did/did not) go too far in supporting her dream of _____.
In the report, _____,
the author argues that _____.

However, the author of _____ argues that _____.

While both sides may have valid points, I think that the arguments in _____ were the strongest.

Extending: How does the FYI interview from the last activity support the decision Abby Sunderland's parents made? Students can write a response or discuss in a Socratic Seminar.

Instructional Guide Stage 4

Professional Learning Community Questions 3 and 4

PLC Question 3 – What do I do if students don't master the standard?

PLC Question 4 – What do I do if students already mastered the standard?

What is an additional learning opportunity for students who did not master the Learning Goal(s)?	What is an additional learning extension for students who mastered the Learning Goal(s)?
<p>Computer Station – <i>HMH Collections</i> Level Up Tutorials, Synthesizing Information and/or Evaluating Arguments (Choose Reading Skills and Strategies under drop down)</p> <p>Teacher-led Station – Explicitly teach needed skills in small group. Use the text sets from HMH to model identifying a claim and locating evidence.</p> <p>Independent Learning Station – Guilty/Not Guilty. Provide students with a mock trial. They will decide if the defendant is guilty or not guilty based on the evidence presented.</p> <p><small>*can be used in the rotation model or as independent stations</small></p>	<p>Computer Station - <i>HMH Collections</i> Level Up Tutorial, Persuasive Techniques</p> <p>Independent Learning Station – Students will analyze an interview about a famous court case: "Gault Case Changed Juvenile Law" or "High Court Reviews Insanity Defense Case" (from Commonlit.org).</p> <p>Collaborative Learning Station – Read the blog, "7 Things Really Bold People Do" from <i>HMH Collections FYI</i> and write a letter to the author to detail 3 bold actions he failed to mention.</p>



English Language Learner Resources and Support



THE SCHOOL DISTRICT OF LEE COUNTY

Column



[Feedback](#)

ELA CURRICULUM MAP

GRADE 7 ON LEVEL (1001040) GRADE 7 ADVANCED (1001050)

[ELL Resources](#) [ESL Resources](#)

Unit One/Quarter 1						
Concept: Bold Actions						
Performance Task: Argumentative Essay						
Module #1						
Instructional Guide	Duration	Standards	Students Do ELL Language Objectives	Students Know	EQ	Assignment
1. Unpacking the Unit	1 block	LAFS.7.W.1.1a LAFS.7.W.1.2a LAFS.7.L.3.4	Determine mode. Determine a focus question. Determine meaning of unfamiliar words	Difference between explanatory and argumentative prompts Reading focus	How does the information in the writing prompt help me set a focus for reading?	Text Tracker

English Language Learner (ELL) Supports

WIDA CAN DO Descriptors with ELL Supports – Grade Level Cluster 6 - 8

[Resources for Supports](#) [Student Language Levels](#)

	Level 1 - Entering		Level 2 - Beginning		Level 3 - Developing		Level 4 - Expanding		Level 5 - Bridging		*Level 6 - Reaching	
	Can Do	Supports	Can Do	Supports	Can Do	Supports	Can Do	Supports	Can Do	Supports	Can Do	
L	<ul style="list-style-type: none"> Identify familiar objects or places from oral statements Match instructional language, given orally, with visual representation (e.g., "Show me your schedule.") Identify functions of content-related topics based on short oral statements reinforced visually (e.g., organisms in ecosystems) Identify points of view (e.g., first or third person) from short statements 	<ul style="list-style-type: none"> Clear Enunciation and Simple Sentences L1 (First Language) Support Multimedia and Simulations Picture/Word Cards Realia Sentence Strips Signal Words Total Physical Response (TPR) Visuals 	<ul style="list-style-type: none"> Sequence labeled visuals per oral directions Classify content-related visuals per oral descriptions (e.g., environmental v. genetic factors) Match oral sentences of cause and effect to illustrations (e.g., weather or climate conditions) Identify evidence to support claims from charts and tables 	<ul style="list-style-type: none"> Clear Enunciation and Simple Sentences Closed captioning L1 (First Language) Support Modeling/ Demonstration Multimedia and Simulations Sentence Strips Visuals 	<ul style="list-style-type: none"> Match main ideas of familiar text read aloud to visuals Show differences between or among content-related phenomena described orally (e.g., descriptive statistics) Identify opposing perspectives from oral text (e.g., sides in wars, regimes, or revolutions) 	<ul style="list-style-type: none"> Clear Enunciation and Simple Sentences Closed Captioning Guided Notes Multimedia and Simulations Sentence Strips Visuals 	<ul style="list-style-type: none"> Identify relationships between people, ideas, or events in oral discourse Match complex oral descriptions to images, graphs, or formulas Identify main ideas and details in oral discourse Formulate opinions based on evidence presented within oral discourse 	<ul style="list-style-type: none"> Differentiated Graphic Organizer Guided Notes Multimedia and Simulations Visuals 	<ul style="list-style-type: none"> Categorize details of content-related main ideas seen and heard in videos or other technologies Carry out a series of oral directions to construct mathematical or scientific models Connect details to main ideas based on extended oral discourse Compare opposing points-of-view presented within oral discourse 	<ul style="list-style-type: none"> Framed Outlines Guided Notes Multimedia and Simulations 	<ul style="list-style-type: none"> Identify key ideas expressed orally Evaluate main ideas and supporting details presented in diverse media and oral formats Develop models from oral discourse and multimedia (e.g., videos) Identify bias within claims in oral discourse 	
I												
S												
T												
E												
N												
I												
N												
G												

Can Do Descriptors and Supports provided across the four domains of language (listening, speaking, reading, and writing) using ACCESS for ELLs 2.0 assessment scores



English Language Learner (ELL) Supports for LAFS.7.RI.3.9

WIDA Can Do Playlist for Grades 6-8: How can I support my ELLs based on their language proficiency level?



L1 (First Language) Support

Signal Words for Compare and Contrast

Differentiated Graphic Organizers

Sentence Frames for Accountable Discussions

Guided Notes

Reciprocal Teaching

Exceptional Student Education Resources and Support



THE SCHOOL DISTRICT OF LEE COUNTY

Column



[Feedback](#)

ELA CURRICULUM MAP

GRADE 7 ON LEVEL (1001040) GRADE 7 ADVANCED (1001050)

[ELL Resources](#) [ESE Resources](#)

Unit One/Quarter 1						
Concept: Bold Actions						
Performance Task: Argumentative Essay						
Module #1						
Instructional Guide	Duration	Standards	Students Do ELL Language Objectives	Students Know	EQ	Assignment
1. Unpacking the Unit	1 block	LAFS.7.W.1.1a LAFS.7.W.1.2a LAFS.7.L.3.4	Determine mode. Determine a focus question. Determine meaning of unfamiliar words	Difference between explanatory and argumentative prompts Reading focus	How does the information in the writing prompt help me set a focus for reading?	Text Tracker



Exceptional Student Education Supports

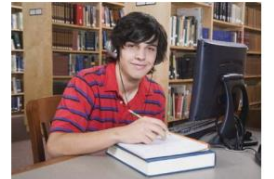
- Gifted Students are provided with opportunities to enrich or extend the essential curriculum
- An example of support used is an extension menu
- Can be provided as a follow-up activity, a culminating activity at the end of a unit, or as an independent anchoring activity (before or after other work is completed)

Investigate	Teach/Convince	Compare
Prioritize	Student Choice	Demonstrate
Dramatize	Synthesize	Hypothesize

Exceptional Student Education Supports

- Students with Disabilities are provided with accommodations per their Individual Education Plan (IEP)
- Accommodations help students with disabilities meet the SAME requirements (changes only how a standard is presented or evaluated)
- Presentation, Response, Setting, or Scheduling can be different regarding assignments, tests, or instruction
- For students with severe cognitive disabilities, Access standards are used (modify the standards-changes what is presented or evaluated)

ACCOMMODATIONS



Assisting Students with Disabilities

Exceptional Student Education Supports for LAFS.7.RI.3.9

- Educators combine teaching strategies with accommodations
- Using the standard, the strategy of explicit instruction (modeling exactly who, what, when, where, why; providing directed practice for successful completion; allowing independent practice) could be combined with accommodations such as pre-teaching of key vocabulary and color coding

Place each statement in the correct box on the graphic organizer as Passage 2, Passage 3, or Both Passage 2 and Passage 3 each present information about bats.

Passage 2	Both Passage 2 and 3	Passage 3

explains how bats use echolocation to hunt
explains that bats can determine an object's shape
explains how bats can tell some insects from others
explains how humans can benefit from studying bats
explains bats' ability to distinguish between different sounds

Activity

You will read through the lesson with your **assigned lens** and then **be prepared to share the supports or extensions** located in the lesson plan and **answer the following questions**:

Lens Categories: Exceeding Grade Level, Approaching Grade Level, Below Grade Level, ESE (Exceptional Student Education), ELL (English Language Learners)

1. After reviewing the differentiation needed to teach this standard, what does a teacher need to consider when planning a lesson?
2. How should district/schools/parents support teachers to meet the needs of all students?

LAFS.7.RI.3.9

Standard Language: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Question: How do authors from two different texts address similar themes with different and/or similar approaches?

SWBAT (Students will be able to...)

1. Determine Central Idea of each text. (The central idea refers to the most important idea an author is trying to convey.)
2. Determine types of evidence an author uses to support for each text.
3. Determine whether evidence is relevant and reasonable as well as sufficient.
4. Compare and contrast central ideas and evidence presented in both texts.
5. Analyze how two different authors can approach the same topic differently and use different evidence to advance the central idea.

Materials:

Texts: *Parents of Rescued Teenage Sailor Abbey Sunderland* and *Ship of Fools*

Media Resource: *Was Abby Too Young to Sail?*

Reading Support Resources:

Compare and Contrast Graphic Organizer

5 Step Approach to Central Ideas Organizer or Trace and Argument Graphic Organizer

Differentiation Supports:

Exceeding Grade Level:

Central Idea Support (LAFS.RI.1.2): Floridastudents.org - Central Idea 8th grade or higher
Determining Relevancy of Evidence (LAFS.RI.3.8) Floridastudents.org – 8th grade or higher

Approaching Grade Level:

Central Idea Support (LAFS.RI.1.2): Floridastudents.org - Central Idea Middle School Level
Citing Evidence (LAFS.RI.1.1) Floridastudents.org Evidence Lesson – 6th grade
Determining Relevancy of Evidence (LAFS.RI.3.8) Floridastudents.org Relevant Evidence – 6th grade Lesson
Compass Learning Paths by standard.
Resources in Step 4 of Instructional Guide

Below Grade Level:

Comparing and Contrasting Key Ideas and Details between two texts on the same topic. (LAFS.3.RI.3.9)
Determining main ideas (LAFS.3.RI.1.2)
Determining support (LAFS.3.RI.1.1)

Differentiation Continued:

ELL Supports:

Limited English Proficiency – signal words for compare/contrast, sentence frames, and graphic organizer, try to find text or similar themed text for language of student, video guided notes

Monolingual – teach words “compare” and “contrast”, sort pictures related to key concepts in text, try to find text or similar themed text for language of student, video

ESE Supports:

Gifted –

Extension Menu – i.e. Gather evidence from higher lexile text on same topic for Socratic Seminar activity

Students with Disabilities – Address students’ individual accommodations, Choose appropriate ACCESS Standards for frontloading, Pre-teach key vocabulary, Color Coding of weak vs. strong evidence

Progress Monitoring:

- **District Formatives**
- **Practice Activities in the floridastudents.org lessons**
- **STAR Reading data (TAG)**
- **Formative Assessment Prompt – Writing Prompt:** Would you consider each author’s work a reliable and credible source of information? Use evidence and ideas from the texts read to support your thoughts.
- **Extension Activity:** Would you consider each authors’ work a reliable and credible source of information? (Fill out Analyzing Media Matrix)
Advanced students will evaluate how effectively the authors of the news article and editorial addressed and refuted the counterclaims. Have students count off in 1’s and 2’s. 1’s will be the author of the news article, and 2’s will be the people with opposing ideas. Debate. Then, switch roles for the editorial.

LAFS.K12.RI.3.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

The example below illustrates how skills and concepts for end-of-year, grade-specific expectations for this standard are both reinforced and expanded as students advance through the grades. The result is a **“spiral effect”** where students repeatedly practice mastered competencies from the year prior in the context of new competencies being “added” each year as the standard increases in complexity and sophistication. New skills and concepts “added” to each grade level from the year prior are noted in **bold**.

LAFS.11-12.RI.3.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
LAFS.9-10.RI.3.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
LAFS.8.RI.3.9	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LAFS.7.RI.3.9	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LAFS.6.RI.3.9	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
LAFS.5.RI.3.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
LAFS.4.RI.3.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LAFS.3.RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
LAFS.2.RI.3.9	Compare and contrast the most important points presented by two texts on the same topic.
LAFS.1.RI.3.9	Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
LAFS.K.RI.3.9	With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).