

Martin K-12 Comprehensive Research-Based Reading Plan

Contact Information

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

District Contact: Shannon Blount
Contact Email: blounts@martin.k12.fl.us
Contact Telephone: 772-223-3105 x196

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 and 2016-2017 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Performance Goals							
State Overall FSA-ELA	53	*	55	*	56	*	59
District Overall FSA-ELA	59	59	60	61	59	63	65

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	56	57	57	59	57	61	63

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	37	34	36	31	35	28	25
White/Hispanic	28	26	29	24	27	22	19
Economically Disadvantaged/Non-Economically Disadvantaged	30	28	29	25	29	23	20
Students with Disabilities/Students without Disabilities	36	33	37	30	34	27	24
English Language Learners/ Non-English Language Learners	44	41	45	37	41	34	30

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

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

Whether literacy coaches are working with the teachers to strengthen pedagogy, modeling effective instruction in classrooms, coaching teachers to grow and improve, leading professional development, or even working directly with students, coaches have a positive impact on student achievement. However, we recognize that we may need to be more strategic in placing coaches where they will especially impact students who are not meeting academic goals in reading. Martin County School District has worked to strengthen our coaching pool and has even increased the number of coaches in schools where they are needed the most, thus the bulk of our

allocation goes toward salaries. For the 2018-19 school year, we have examined our data by school and have also created a matrix to help validate the need for additional coaching support in some cases or reduction of support, based on the data.

The professional development that coaches have created and lead build teachers' knowledge of best practices in reading which range from specialized sessions with kindergarten and first grade teachers on teaching phonemic awareness and phonics to bolstering secondary teachers' knowledge of reading in their content area. A district-wide inservice day, with literacy coaches leading the professional development at each school site, specifically focused on vocabulary development and highlighted best practices when teaching vocabulary to all students, especially students with English as a second language.

Of course the successful supplemental materials and/or interventions yielding positive growth for all students need to be quality, evidence and research-based. Adoptions have been conducted to find the best materials for teaching phonics in an explicit, systematic, and multisensory way. Interventions purchased with the reading plan funds are monitored for implementation of fidelity and student growth. Even though secondary students are no longer required to take an intensive reading course, we still offer classes to students identified as having a reading deficiency as determined by FSA ELA. Funds have gone not only into supplemental materials and intensive interventions but also into training of teachers in the use of System 44 and Read 180 as well as curriculum writing to ensure teachers are implementing curriculum aligned to the standards and stretching our students to be college and career ready. To have highly qualified teachers working with students needing the most support, we provide reading endorsement courses which are free of charge to the teachers; the endorsement competencies are supported through the reading plan allocation.

The summer reading camps have expanded to not only offer remediation to third grade students, but the Martin County School District has also offered a first grade camp targeting students deficient in phonics. We are inviting a class of students from the last cohort to attend a second grade camp. The data has been tracked pre-camp through the 2017-18 school year and the trends have been positive and show a direct impact on student achievement.

Within the additional hour at our low 300 elementary school, reading plan funds have supported students in third, fourth, and fifth grade struggling with foundational reading skills through the implementation of the program System 44 as an intervention. In the short time it has been used, students are showing progress.

At this time, the reading plan allocation has not funded intervention teachers, but it is a consideration in the future to target intensive interventions for those students needing it the most.

3. In regard to district-level monitoring of student achievement progress, please address the following:

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

The Coordinator of Assessment is responsible for collecting progress monitoring data for our district; it is housed within FOCUS, our Student Information System (SIS). The Coordinator of Accountability is responsible for reviewing the data and sharing with school sites and grade level teams of teachers the performance by school/grade; however, we will also be utilizing Power BI, a data dashboard, which displays the data in different ways to make analysis easier. The Coordinator of Reading/Language Arts also reviews the data and shares with grade level teachers the lessons learned as well as any instructional strategies that are relevant to assist in improvement of the data from one testing window to the next. We also have a Director and Coordinator for Title I who review progress monitoring data through Imagine Learning for our NES and LEP students. They also guide teachers in the interpretation of results from the Access for ELLs and help them plan around what English Language Learners can do and how they can be stretched to the next level.

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

In grades K-5, teachers administer the Fountas and Pinnell Benchmark Assessments, as needed, but typically 2-3 times per year, to monitor students' behaviors and understandings as readers. Literacy coaches gather the school's data for K-5 students and share it at their school site in Google Docs. This, along with the i-Ready diagnostic, administered three times a year in K-2, two times a year in 3-5 (with the third test optional) are gathered as progress monitoring toward student achievement goals. I-Ready data is tracked in our district student information system called Focus.

In grades 6-8, ELA teachers also administer the i-Ready diagnostic two times a year. That data is captured and housed within Focus as well.

In grades 9-10, all ELA teachers use a district-created progress monitoring test aligned to grade-level standards utilizing the Item Test Bank Platform which is available through Focus. If a student is enrolled in an intensive reading course using Read 180 or System 44, the Reading Inventory or Phonics Inventory will be given as progress monitoring.

Those 11th and 12th grade students who have yet to meet the graduation requirement through FSA ELA, ACT, or SAT also take a district-created progress monitoring tests. Data from these assessments is immediately uploaded into Focus upon completion of these computer-based assessments.

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

As mentioned in 3B, student progress monitoring data will be collected and reviewed by the district two or three times a year in grades K-5 (depending on the grade level) and twice a year in grades 6-12. FSA ELA will serve as the third piece of data collected to progress monitor the middle and high school students.

For K-12 NES and LEP students utilizing Imagine Learning, progress monitoring is ongoing.

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

Those at the district level responsible for ensuring the fidelity of students not progressing towards district goals, yet receiving interventions, are the Coordinator of Reading/Language Arts, the Director of Exceptional Student Education and Student Services along with the Program Specialist who works closely with the Instructional Problem Solving (IPS) coaches/Literacy Coaches, and the Director of Title 1, Migrant Education, and ELL students.

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

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

The Coordinator of Reading/Language Arts has worked with K-12 ELA teachers to design a scope and sequence for instruction based on the Florida Language Arts Standards. The classroom instruction is built on the focus, embedded and ongoing standards mapped out for each unit, by grade level. Curricular materials aligned to the standards are then assigned to match the units. The Director of Curriculum and Instruction and the Director of Professional Development will work with principals as the Martin County School District utilizes the Marzano Focused Model used for evaluations in the coming year. Instruction must be aligned to grade-level Florida Standards and principals evaluate those standards-based lessons; results are uploaded into iObservation, an online teacher evaluation and observation reporting tool collected by the district.

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

Lesson plans are collected by school sites, but those lessons created collaboratively in Professional Learning Communities (PLCs) are collected by the District's Professional Development Director. Quarterly "check-ins" are also done by instructional coaches through the Professional Development Department.

Classroom observations are based on a negotiated set of informal and formal visits. At least one formal observation reflective of classroom instruction aligned to standards is recorded in iObservation per teacher, per year. Instructional walks

have been occurring district-wide for the past two years, data has been collected regarding classroom instruction, paying special attention to whether or not it is aligned to grade-level Florida Standards.

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

The instructional walks in 2017-18 were led by school site personnel at their home sites. Schools had determined select “look-fors” based on their School Improvement Plans and goals; this data was collected at the district level. The walks at schools this year included more teachers rather than district staff to build capacity in the instructional walk process.

6. In regard to access to informational text for each content area in a variety of mediums, please address the following:

A. 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?

Facilitating access to informational texts in a variety of mediums is something the District Reading/Language Arts Coordinator, working with Literacy Coaches, the Coordinator of Digital Learning who works with Media Specialists, and other content area District Coordinators of Math, Science, and Social Studies strive to ensure.

B. 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?

Each year, based on funds available, schools strive to add to classroom, media, and resource room collections while also increasing awareness in teachers for the need to expose students to more informational texts. Texts purchased need to not only appeal to a reader but also stretch them to complexity levels required by the end of a grade in order that they might read them independently and proficiently. In 2017-18, new teacher classroom libraries were a priority which the Coordinator of Reading/Language Arts helped ensure included informational text; and although these were print materials, other mediums are available for students. Safari Montage, a repository of all sorts of mediums from photos to videos to speeches, can be accessed allowing a multitude of media literacy into classrooms with a variety of complex texts. Gale Library also offers teachers and students a variety of digital texts to provide another avenue for access to complex texts. Classrooms are equipped with Promethean Boards or Bright Links (interactive whiteboards) to assist in accessing these resources for the whole class. Laptop carts are available for classroom use in elementary schools. Individual student laptops (one-to-one) are used in all 6th, 7th, and 8th grade ELA classrooms, and laptops are provided for all 9th and 10th graders to use in all classes and at home. In 2018-19, 11th graders will also have individual laptops for school and home use. Free and rentable online texts are also being explored to increase access. The Coordinator of Digital Learning ensures access to these tools that make additional mediums available for reading informational text.

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

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

The Directors of Curriculum and Instruction, Exceptional Student Education, and Title 1/Migrant/English Language Learners work in collaboration with the District Reading/Language Arts Coordinator, who works with Literacy Coaches, the Coordinator of Digital Learning who works with Media Specialists, and other content area District Coordinators of Math, Science, and Social Studies continually review classroom instruction and materials to ensure they are accessible to a full range of learners using UDL principles. Products such as "Snap and Read" and "Co:Writer" by Don Johnston are utilized in our district. These assistive technologies make all instructional materials (accessible and inaccessible) available to all students through a Google Chrome extension. It has read aloud features, text leveling, translation capability into over 100 languages, built-in study tools and a feature that assists with correct citations and grammar/vocabulary-smart word prediction for use when taking notes/writing. Speech recognition also allows students to speak it and "Co:Writer" will write it. The variety of resources within these products accommodate individual learning differences and assist in scaffolding reading for those needing supports.

B. 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)?

Because of negotiated parameters on collection of lesson plans, the best way the district has begun collecting evidence of instructional design has been through our PLCs. Schools working with the PLC process and submitting their hours for inservice credit must provide documentation through a lesson plan template of the work they do in regards to planning.

As far as delivery of instruction, classroom walkthroughs and observations would provide evidence, but we have also been engaging in Instructional Walks with district and school-based leadership teams and schools have been doing their own with teachers included.

Schools reflected on the past years' walks and planned their targeted "look-fors" in 2017-18. Evidences of effective as well as non-effective instructional design and planning have been collected and will be refined for the 2018-19 school year.

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

The instructional walks will continue with collection of data at least once a year. However, data will also be collected once or twice a year (depending on teacher contract) in iObservation for individual teachers.

- 8. As a separate attachment please provide the meeting agenda which demonstrates 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 2018-2019 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.**

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

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

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* Office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

The Coordinator of Reading/Language Arts works with the Director of Professional Development, as well as his assistant, to ensure the professional development offered aligns with the district master inservice plan before it is even given. Professional development that earns inservice credit is entered in an electronic registrar tool called ERO; it must then be approved by the Professional Development Department. Once approved, it is assigned a registration number by which participants can enroll. After participants have demonstrated their learning of their professional development received, credit is awarded in ERO.

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

\$70,000

- 3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?

The Coordinator of Reading/Language Arts will work with the Director of Professional Development to ensure this training is entered into the master inservice plan if it is not already covered under the K-12 reading professional development component that exists in the plan. The Martin County School District team, consisting of the Coordinator of Reading/Language Arts, K-5 ELA Program Specialist, Director of ESE, Coordinator of Professional Development and the Prevention/Intervention Program Specialist will be responsible for providing the training after attending the Just Read, Florida Summer Literacy Institute in July, 2018.

4. Was the training in question #3 funded through the Research-Based Reading Allocation? If not, please list the funding source for this training.

Yes.

Reading/Literacy Coaches

The *Just Read, Florida!* Office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.

https://drive.google.com/file/d/1QYeXq0gIODyI2GJVXaqzHCd12uUYhAR_/view?usp=sharing

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

Five middle schools and three high schools in the district have literacy coaches funded from the Research-Based Reading Instruction Allocation. There is also one district elementary position assigned to working with new literacy coaches and coaches at the elementary schools whose students are not exhibiting progress toward our district goals.

3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.

In the past, Martin County School District had attempted to provide every school with a literacy coach. In some cases, middle and high schools shared literacy coaches. Once resources became available, using a variety of funding sources such as Title 1,

Title 2 and Reading FEFP, we were able to provide at least one literacy coach per school as well as an additional coach in our neediest schools. However, we have recently been reviewing student achievement data, have taken into consideration what other Florida districts have been doing (i.e. Seminole County), as well as the guidance given by the Just Read, Florida Department, and have started to rethink our distribution of support based on need. We had been working to ensure all schools had a coach, and although every school would say they need their full-time coach, it may not be warranted based on their number of students, percentage of their students who are minority or economically disadvantaged, and level one or two on FSA ELA as compared to their percentage of level three, four, and five. Therefore, in 2018-19, there will be two middle schools sharing one coach, and two coaches will be allocated at a school with higher need while the other two middle schools will keep their one coach. One high school warrants a coach and a half allocation and that half position will then be split with a second high school. The third high school will keep its one coach.

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

- a. Elementary:1
- b. Middle:5
- c. High:3

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

Over the past two years, literacy coaches have been involved in ongoing work to strengthen their coaching. They have participated in professional development on coaching from Just Read, Florida and have all taken a Corwin course with monthly follow-up on Jim Knight's Instructional Coaching models. They have strengthened their craft of coaching; better coaches only help us make better teachers. That being said, on a small scale, effectiveness of literacy coaches can be measured by a teacher's evaluation after a coach has worked with him/her through the coaching cycle, strengthening an area of weakness. Effectiveness can be measured after a coach has provided professional development and a teacher's classroom data improves after implementing what they learned. Student work samples, observations and lesson plans can also be captured. The Chief Academic Officer collects data through an end-of-year survey which is taken by administrators and staff which asks specific questions related to coaches. However, the ultimate effect should be measured by student achievement data, and we have seen success in schools that have had strong coaches working with a specific team of teachers with a targeted focus. For 2018-19, schools who are not meeting goals for closing achievement gaps will need their literacy coaches to focus on working with teachers who work most with those students exhibiting the most need.

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

\$540,000.00

Supports for Identification and Intervention of Students With Reading Deficiencies

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

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

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

None at this time. Once 2017 data is received, this may need to be amended.

- 2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

NA

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

- Elementary:0
- Middle:0
- High:0

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

0

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

Foundations, Read 180 (grades 6-10), System 44 (as needed in grades 3-10), Ready LAFS (grade 6-8), and Teengagement (in grades 9-10)

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

\$160,000

- 7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.**

SPIRE and Visualizing/Verbalizing were purchased with ESE funds. Mondo Oral Language was purchased with Title 1. Leveled Literacy Interventions and The Comprehension Toolkit have been purchased in the past and funding sources have been varied depending on the site.

Summer Reading Camps

Please complete the following questions regarding SRC.

- 1. SRC Supervisor Name:** Shannon Blount
- 2. Email Address:** blounts@martin.k12.fl.us
- 3. Phone Number:** 772-223-3105 x196
- 4. Please list the schools which will host a SRC:**

J.D. Parker Elementary
- 5. Provide the following information regarding the length of your district SRC:**
 - a. Start Date:** June 4, 2018
 - b. Which days of the week is SRC offered:** Monday through Friday, off July 4th
 - c. Number of instructional hours per day in reading:** 5
 - d. End Date:** July 7, 2018
 - e. Total number of instructional hours of reading:** 120 hours
- 6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes, a rubric is used during the interview process to gauge whether teachers are highly effective as determined by their evaluation, have evidence of prior success teaching reading to struggling readers, and, as we grow our pool of elementary teachers who are reading endorsed or certified, we give preference to those who are already endorsed or certified.

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

1:10

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

We are offering a first grade camp to students who exhibited weaknesses in phonics and phonemic awareness (9 classes) and we are also offering a second grade camp (1 class of students from last year's 1st grade cohort) in an effort to prevent them from being third grade campers next year. The camps run the same dates and times as the third grade camp and are at the same location.

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

For first and second grade students, the Phonological Awareness Skills Test and Phonics screening data as well as i-Ready data from spring to fall are used to measure growth as a result of instruction provided during SRC. Third grade students attending camp were unsuccessful on SAT 10 prior to attending camp. They are given the ITBS at the end of camp. Growth between the two assessments can also be measured, and an end-of-camp standards-based report card is completed by each teacher and sent home to parents.

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	\$20,000.00
District expenditures on reading coaches	\$540,000.00
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	\$160,000.00
District expenditures on professional development	\$70,000.00
District expenditures on summer reading camps	\$100,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$53,479.00
Flexible Categorical Spending	0
Sum of Expenditures	\$943,479.00
Amount of district research-based reading instruction allocation for 2018-2019	\$943,479.00

APPENDIX A

Agenda

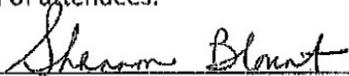
Collaborative Team Meeting with Rdg/ESE/EL Coordinator/Directors

Date

- Discuss alignment between 2018-19 K-12 Comprehensive Research-Based Reading Plan, District's Special Programs and Procedures (SP&P) requirements and District ELL Plan
- Specifically discuss Identification/Intervention Decision Tree placement data and interventions
- Discuss Implementation of SPIRE and rollout of Foundations as an explicit, systematic, and multisensory PA/P intervention in 1st grade for 2018-19
- Discuss use of Imagine Learning for progress monitoring EL students and data on Access for ELs
- UDL principles

Documentation of attendees:

Signature:



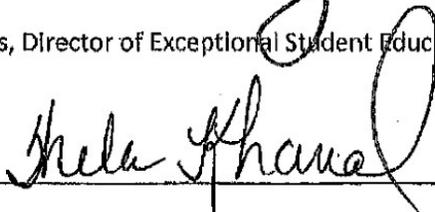
Shannon Blount, Coordinator of Reading/Language Arts

Signature:



Vicki Jenkins, Director of Exceptional Student Education/Student Services

Signature:



Shela Khanal, Director of Title I/Migrant/English Learners

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
 - 1) Scaled score of 497-529
 - 2) Scaled score of 438-496
 - 3) Scaled score of 437 and below; 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;

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Florida Kindergarten Readiness Screener Assessment	Within first 30 days of the school year (Aug-Sept 2018)	<p>Student's overall scale score is 530 or above</p> <p>Student's overall scale score is between 497 and 529</p> <p>Student's overall scale score is between 438 and 496</p> <p>Student's overall scale score is between 437 and below</p>	<p>--Continue with an enhanced instruction that follows a developmental reading continuum including instruction with higher-level comprehension with literature and informational texts, vocabulary, oral language and phonics.</p> <p>--Determine the areas of strength and weakness.</p> <p>--Determine the areas of strength and weakness.</p> <p>--Determine the areas of strength and weakness.</p>	<p>Balanced Literacy Framework</p> <p>--Balanced Literacy Framework --Small group differentiated instruction in phonemic awareness/print concepts/phonics as appropriate to build reading readiness.</p> <p>--Balanced Literacy Framework --Small group differentiated instruction in phonemic awareness/print concepts/phonics as appropriate to build reading readiness.</p> <p>--Balanced Literacy Framework --Small group differentiated instruction in phonemic awareness/print</p>

				<p>concepts/phonics as appropriate to build reading readiness.</p> <p>--Consult with MTSS team to determine if more intensive explicit, systematic, and multisensory interventions are needed.</p>
<p>Kindergarten-2nd Grade Administer i-Ready Reading Assessment</p>	<p>Assessment Period 1.: September/October 2018</p> <p>Assessment Period 2: December/January 2018-19</p> <p>Assessment Period 3: May 2019</p>	<p>Student's overall scale score is on or above level...</p> <p>(Student scores at or above the 50th percentile)</p>	<p>--Continue with an enhanced instruction that follows a developmental reading continuum including instruction with higher-level comprehension with literature and informational texts, vocabulary, oral language and phonics.</p> <p>-- Consult the Instructional Grouping report to determine instructional priorities for these students.</p>	<p>Balanced Literacy Framework</p>
		<p>Students' overall scale score is 1 level below...</p> <p>(Student scores between the 25th and 49th percentile)</p>	<p>--Continue with an enhanced instruction that follows a developmental reading continuum including instruction with higher-level comprehension with literature and informational texts,</p>	<p>--Balanced Literacy Framework</p> <p>--Small group differentiated instruction in guided reading that focuses on students' specific needs in the reading process or comprehension strategies.</p> <p>--Small group differentiated instruction that focuses on specific tools for instruction</p>

			<p>vocabulary, oral language and phonics.</p> <ul style="list-style-type: none"> -- Consult the Instructional Grouping report to determine instructional priorities for these students. --Closely monitor student progress on classroom assessments for any possible intervention needs 	<p>from i-Ready and lessons from <i>Ready LAFS</i>.</p>
		<p>*Student's overall scale score is 2 or more levels below...</p> <p>(Student scores between the 9th and 25th percentile)</p>	<p>**--Notify the parents of the reading deficiency as required in Section 1008.25</p> <ul style="list-style-type: none"> --Determine the areas of strength and weakness. --Consult the student profile in i-Ready. and refer to the detailed next steps for instruction to inform the <u>Tier 2</u> intervention focus. --Progress monitor monthly using Easy CBM, district designed assessments, and/or i-Ready. 	<ul style="list-style-type: none"> --Balanced Literacy Framework --Small group differentiated instruction in guided reading that focuses on students' specific needs in the reading process or comprehension strategies. --Small group differentiated instruction that focuses on specific tools for instruction from i-Ready and lessons from <i>Ready LAFS</i>. -- small group differentiated intervention of at least 15 minutes, 3 to 5 days a week targeted to meet students' instructional needs. --Intervention group size should include no more than 6 students.

				<p>--This is to be outside the designated 90 minute reading block.</p> <p>--This will be determined through the MTSS team and process.</p> <p>Researched/Evidenced-based Intervention programs and materials include, but are not limited to,</p> <ul style="list-style-type: none"> • LLI (Leveled Literacy Instruction) • Spire • Foundations • FCRR lessons • Comprehension Toolkit • Mondo Oral language • Easy CBM
		<p>*Student's overall scale score is 2 or more levels below... (Student scores below the 9th percentile)</p>	<p>**--Notify the parents of the reading deficiency as required in Section 1008.25</p> <p>--Determine the areas of strength and weakness.</p> <p>--Consult the student profile in i-Ready. and refer to the detailed next steps for instruction to inform the Tier 3 intervention focus.</p> <p>--Progress monitor weekly using Easy CBM, district designed</p>	<p>--Balanced Literacy Framework</p> <p>--Supplemental Intervention Reading Program (LLI)</p> <p>--daily small group differentiated Tier 3 intervention of at least 30 minutes per day to meet students' instructional needs.</p> <p>--Intervention group size should include no more than 3 students.</p> <p>--This is to be outside the designated 90 minute reading block.</p>

			assessments, and/or i-Ready.	<p>--This will be determined through the MTSS team and process.</p> <p>--Researched/Evidenced-based Intervention programs and materials include, but are not limited to,</p> <ul style="list-style-type: none"> • LLI (Leveled Literacy Instruction) • Spire • Foundations • FCRR lessons • Comprehension Toolkit • Mondo Oral language • Easy CBM
Kindergarten-2 nd grade Fountas and Pinnell Benchmark Assessments	<p>1: Completed by October, 2018</p> <p>2: Completed by May, 2019</p> <p>K will only assess the 2nd and 3rd period unless developmentally ready for it in the 1st.</p>	Fountas and Pinnell Benchmark Assessments will determine students' instructional levels for reading.	--All students will receive appropriate instruction at their instructional levels. Teachers will consult the Fountas and Pinnell <i>Continuum of Literacy Learning</i> for planning reading instruction.	<p>--All students will receive instruction through a balanced literacy framework containing Interactive Read Alouds, Shared Reading, Shared/Interactive writing, Mini-Lessons, Guided Reading/Strategy Lessons, conferring, and Word Study (small group) based on instructional needs. Reading/Writing Workshops will also be implemented.</p> <p>--If students are performing below grade level expectations, they will need an additional 20-30 minutes of Tier II intervention given in small</p>

				groups of up to 6 students; or Tier III interventions will occur daily for 30-45 minutes in small group of 3< students. This will be determined through the MTSS team and process.
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***Although i-Ready Reading Assessment results are a primary determinant for designating a student as having a substantial reading deficiency, Fountas and Pinnell Benchmark Assessments will also be taken into consideration. If a student is exhibiting the reading behaviors and understandings for a particular grade level that does not meet expectations as outlined by Fountas and Pinnell’s “Instructional Level Expectations for Reading”, that is one more piece in a body of evidence.**

****Parents will also be given strategies, including multisensory strategies, through a read-at-home plan to help his/her child succeed in reading.**

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Grade 3-5 Administer i-Ready Reading Assessment	Assessment Period 1.: September/October 2018	Student’s overall scale score is on or above level...	--Continue with an enhanced instruction that follows a developmental reading continuum including instruction with higher-level comprehension with literature and informational texts, vocabulary, and phonics. --Consult the Instructional Grouping report to determine instructional priorities and enrichments for these students.	Balanced Literacy Framework
	Assessment Period 2: December/January 2018-19	(Student scores at or above the 50 th percentile)		
	Assessment Period 3 (Optional): May 2019	In addition, 4 th or 5 th grade student’s FSA ELA score is in Level 3 range or above...		
		Students’ overall scale score is 1 level below...	--Determine the areas of strength and weakness. --Consult the student profile in i-Ready and	--Balanced Literacy Framework --Small group differentiated instruction that focuses on specific tools for instruction

		<p>(Student scores between the 25th and 49th percentile)</p> <p>In addition, 4th or 5th grade student's FSA ELA score is in Level 2 range...</p>	<p>see detailed next steps for instruction.</p> <p>--Consult the Instructional Grouping report to determine instructional priorities for these students.</p>	<p>from i-Ready and lessons from <i>Ready LAFS</i></p>
		<p>*Student's overall scale score is 2 or more levels below...</p> <p>(Student scores between the 9th and 25th percentile)</p> <p>In addition, 4th or 5th grade student's FSA ELA score is in level 1 range...</p>	<p>**--Notify the parents of the reading deficiency as required in Section 1008.25</p> <p>--Progress monitor monthly using i-Ready</p> <p>--Consult the student profile in i-Ready and see detailed next steps for instruction.</p> <p>--Consult the Instructional Grouping report to determine instructional priorities for these students.</p> <p>Note: Students scoring 2 or more levels below will need to receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</p>	<p>--Balanced Literacy Framework</p> <p>--Supplemental Intervention Reading Program (LLI)</p> <p>--Small group differentiated instruction</p> <p>--Daily small group differentiated intervention targeted to meet students' instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block. It may take place before or after school in a group of 3-4 students or one-on-one.)</p>

		<p>*Student's overall scale score is 2 or more levels below...</p> <p>(Student scores below the 9th percentile)</p> <p>In addition, 4th or 5th grade student's FSA ELA score is in level 1 range...</p>	<p>**--Notify the parents of the reading deficiency as required in Section 1008.25</p> <p>--Determine the areas of strength and weakness.</p> <p>--Consult the student profile in i-Ready and refer to the detailed next steps for instruction to inform the Tier 3 intervention focus.</p> <p>--Progress monitor weekly using Easy CBM, district designed assessments, and/or i-Ready.</p>	<p>--Balanced Literacy Framework</p> <p>--Supplemental Intervention Reading Program (LLI)</p> <p>--daily small group differentiated Tier 3 intervention of at least 30 minutes per day to meet students' instructional needs.</p> <p>--Intervention group size should include no more than 3 students.</p> <p>--This is to be outside the designated 90 minute reading block.</p> <p>--This will be determined through the MTSS team and process.</p> <p>--Researched/Evidenced-based Intervention programs and materials include, but are not limited to,</p> <ul style="list-style-type: none"> • LLI (Leveled Literacy Instruction) • Spire • FCRR lessons • Comprehension Toolkit • Mondo Oral language • Easy CBM
Grade 3-5 Fountas and Pinnell Benchmark Assessments	<p>1: Completed by October, 2018</p> <p>2: Completed by February, 2019</p>	Fountas and Pinnell Benchmark Assessments will determine students'	All students will receive appropriate instruction at their instructional levels. Teachers will consult the Fountas and	--All students will receive instruction through a balanced literacy framework containing Interactive Read Alouds, Shared Reading, Interactive

	3: Completed by May, 2019	instructional levels for reading.	Pinnell <i>Continuum of Literacy Learning</i> for planning reading instruction.	Reading, Mini-Lessons, Guided Reading/Strategy Lessons, Word Study (small group) based on instructional needs. Reading/Writing Workshops will also be implemented. --If students are performing below grade level expectations, they will be provided intervention within the 90 minute instructional reading block. Interventions outside the 90-minute reading block will be determined through the MTSS team and process. In some cases, an additional 30 minutes of Tier II interventions is given in small group of up to 6 students; or Tier III interventions will occur daily for 30-45 minutes in small group with 3 students.
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***Although i-Ready Reading Assessment results and FSA ELA levels (if applicable) are primary determinants for designating a student as having a substantial reading deficiency in Grade 3-5, Fountas and Pinnell Benchmark Assessments will also be taken into consideration. If a student is exhibiting the reading behaviors and understandings for a particular grade level that does not meet expectations as outlined by Fountas and Pinnell’s “Instructional Level Expectations for Reading”, that is one more piece in a body of evidence.**

****Parents of students in K-3 will also be given strategies, including multisensory strategies, through a read-at-home plan to help his/her child succeed in reading.**

Additional Notes:

- Students will receive 90 minutes of reading instruction per day.
- Core instruction will be implemented using a Balanced Literacy Framework, Grades K-5.
- Supplemental intervention will be based on the deficits as shown by data consisting of: i-Ready diagnostics and progress monitoring data, FSA, Fountas and Pinnell Benchmark Assessments, *Words Their Way* Spelling Assessments, and classroom formative assessments.
- Activities in the components of reading and intervention materials such as those through *Foundations*, *Leveled Literacy Interventions* and *The Comprehension Toolkit* will be used to address specific areas of weakness.
- Interventions will be in addition to the 90 minute Instructional Reading Block. **K-3 interventions must be explicit, systematic and multisensory.**
- Fidelity of implementation will be monitored as part of the District's commitment to the Reading Plan and the Multi-Tiered System of Supports.
- Group sizes will be formed based on instructional activities and intensity of need.
- If students are not responding to a specific reading intervention, the MTSS team will determine if the intervention was done with fidelity and ample time has been given to show improvement. With those things in place and no response, additional one-on-one interventions will be implemented based on need.

Progress Monitoring Assessments ¹	Date(s)	If	Then	Materials/Strategies
Grade 6-8 Administer i-Ready Reading Assessment	Assessment Period 1.: September/October, 2018	Student's overall scale score is on or above level...	--Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher-level comprehension with literature and informational texts, and vocabulary. --Consult the Instructional Grouping report in i-Ready to determine instructional priorities for these students.	HMH <i>Collections</i> instructional and supplemental materials
	Assessment Period 2: January/February, 2019	(Student scores at or above the 50 th percentile)		
	Assessment Period 3 (optional): May, 2019	In addition, student's FSA ELA score is in Level 3 range or above...	--Determine the areas of strength and weakness. --Consult the student profile in i-Ready and see detailed next steps for instruction. --Consult the Instructional Grouping report to determine instructional priorities for these students.	--Small group differentiated instruction that focuses on specific tools for instruction.
		Students' overall scale score is 1 level below... (Student scores between the 25 th and 49 th percentile) In addition, student's FSA ELA score is in Level 2 range...		

		<p>Student's overall scale score is 2 or more levels below...</p> <p>(Student scores between the 9th and 25th percentile or below the 9th percentile)</p> <p>In addition, student's FSA ELA score is in Level 1 range...</p>	<p>--Consult the student profile in i-Ready and see detailed next steps for instruction.</p> <p>--Consult the Instructional Grouping report to determine instructional priorities for these students.</p> <p>Note: Students scoring 2 or more levels below will need to receive intensified interventions (more time and smaller group size) in addition to or an extension of the ELA class.</p>	<p>--Daily small group differentiated intervention targeted to meet student's instructional needs (Students will need intervention² in addition to or an extension of ELA reading class.)</p>
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1. Each year, teachers assess their class using a variety of assessments including i-Ready Diagnostic, Reading Inventories, Phonics Inventories, MAZE and/or FORF as needed.

Students will receive minimum of 60 minutes ELA instruction per day. Core instruction will be implemented using HMH *Collections Series*.

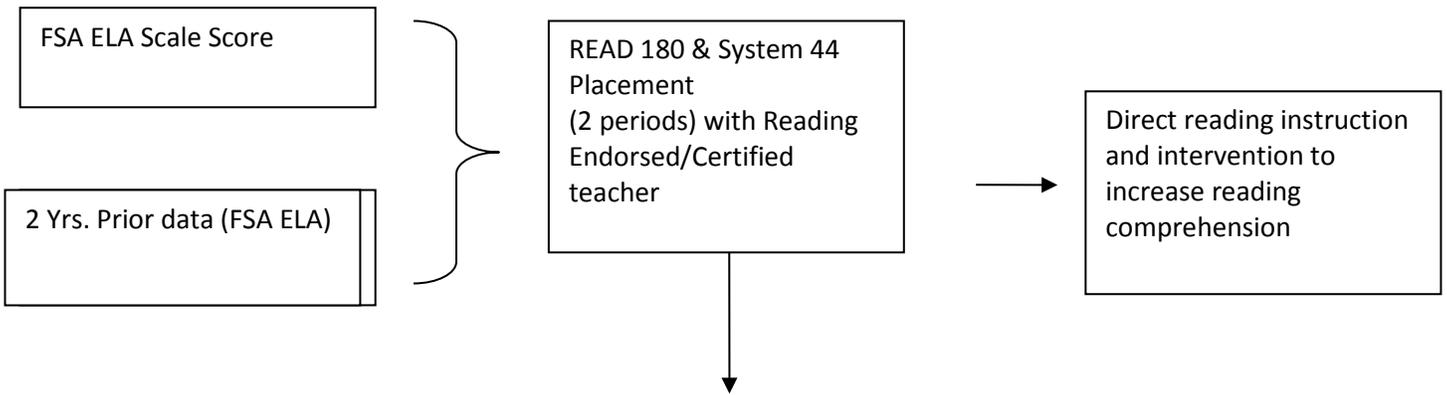
Supplemental reading materials will be utilized or interventions implemented based on the deficits as shown by data consisting of: FSA ELA, i- Ready diagnostics and progress monitoring data (using iStandards Mastery), and classroom formative assessments.

2. *READ 180* and *System 44* will be used to address specific areas of weakness. ESE students also utilize SPIRE if phonics deficiencies are found. EL students utilize Imagine Learning, as needed. Interventions will be in addition to the ELA Instructional Block.

Fidelity of implementation will be monitored as part of the District's commitment to the Reading Plan and the Multi-Tiered System of Supports. Group sizes will be formed based on instructional activities and intensity of need. If students are not responding to a specific reading intervention, the MTSS team will determine if the intervention was done with fidelity and ample time has been given to show improvement.

With those things in place and no response, additional one-on-one interventions will be implemented based on need.

Grades 9-12
 Assessment/Curriculum Decision Tree
L1 Disfluent (9-10)



Reading Inventory

- *Ranges between 1000-1335 proficient needs different placement*
- *Score 600 or below needs a Phonics Inventory*

Phonics Inventory

- *Students that score Developing, Beginning, or Pre-decoding should be placed on System 44.*
- *Students that score Advanced Decoding should be placed on READ 180.*

Assessment is suggested to be given at least 3 times a year

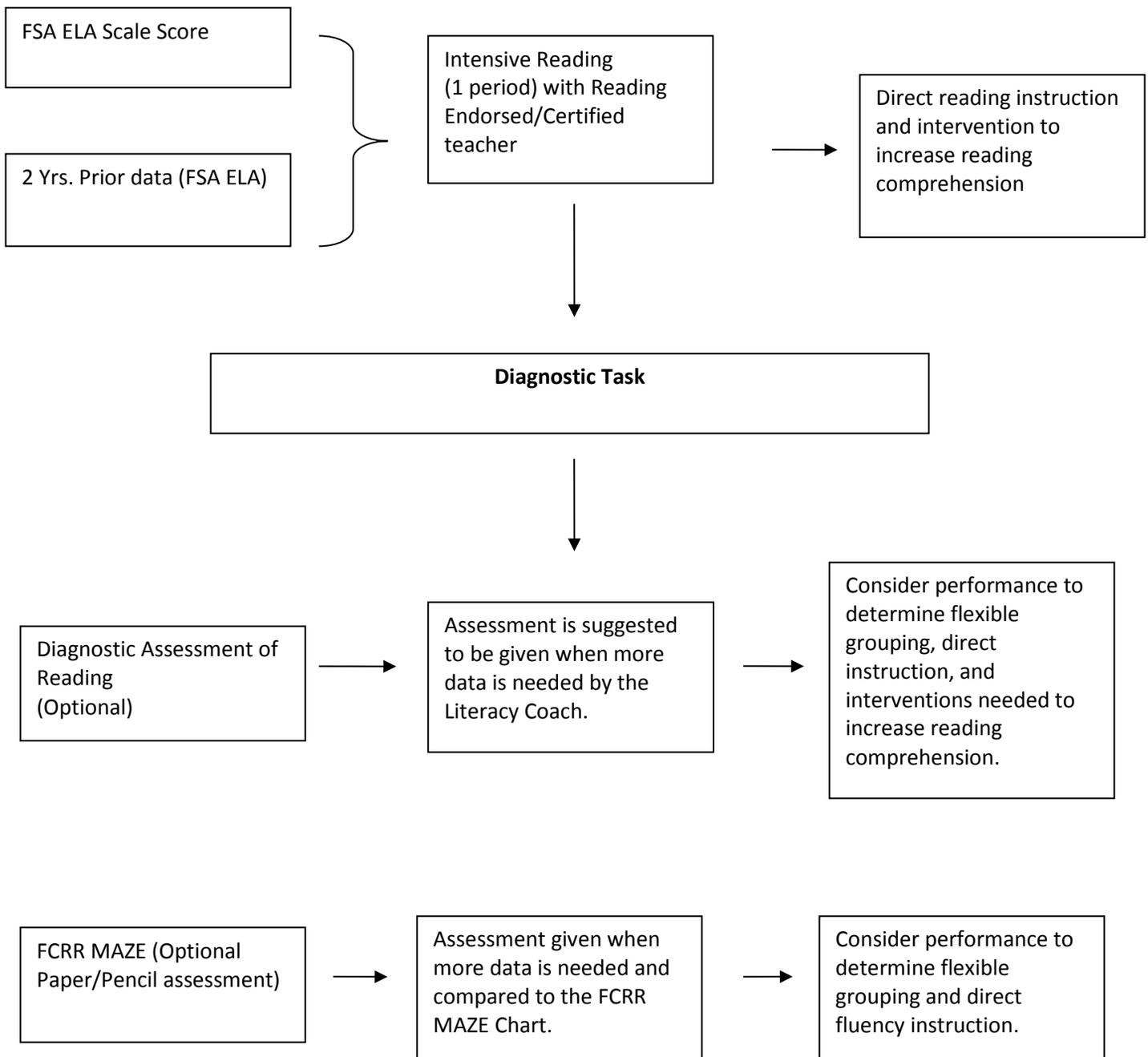
Consider performance to determine flexible grouping and computer based instruction in a blended READ 180 & System 44 classroom.

FCRR MAZE (Optional Paper/Pencil assessment)

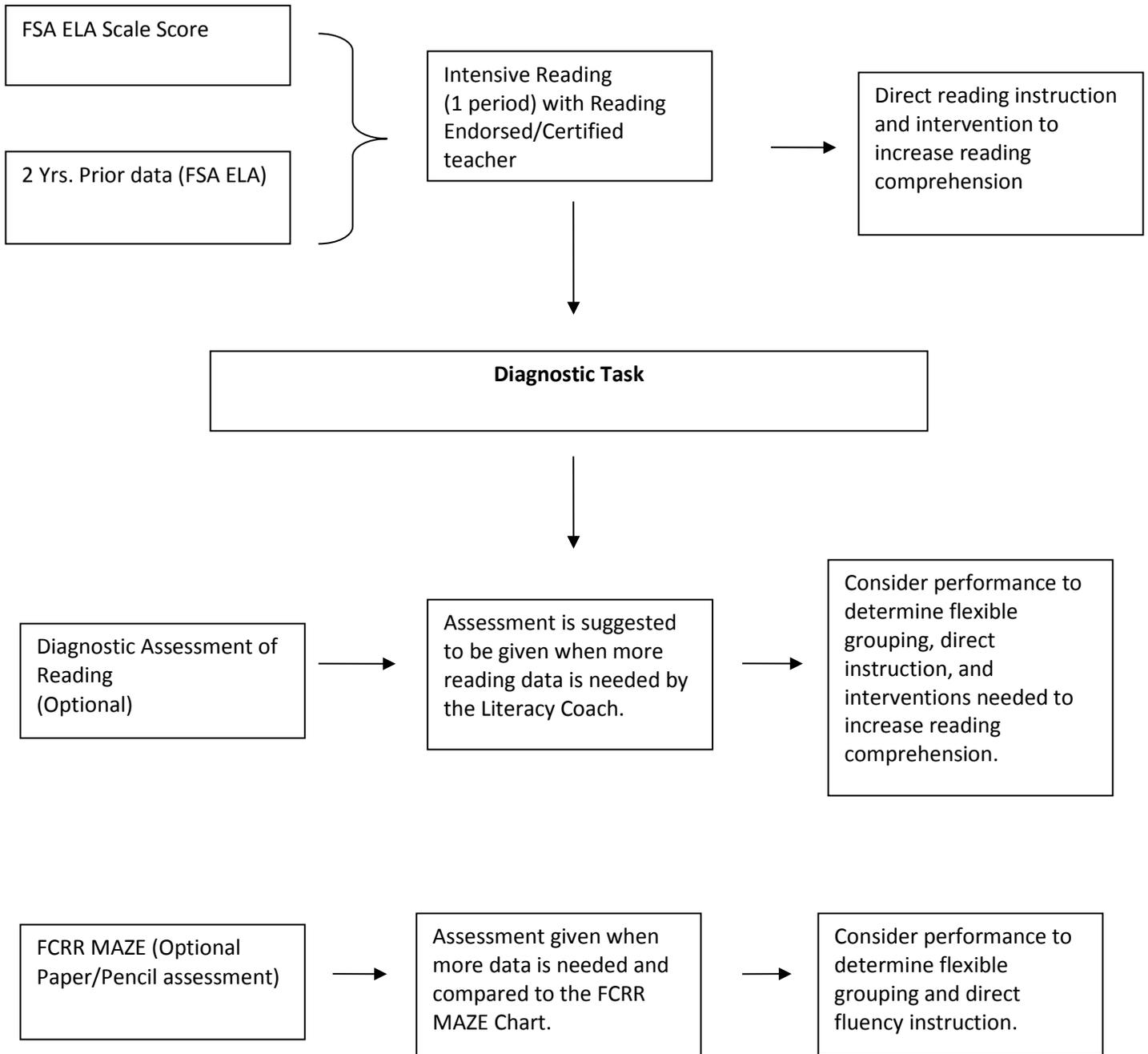
Assessment given 2 times a year and compared to the FCRR MAZE Chart

Consider performance to determine flexible grouping and direct fluency instruction.

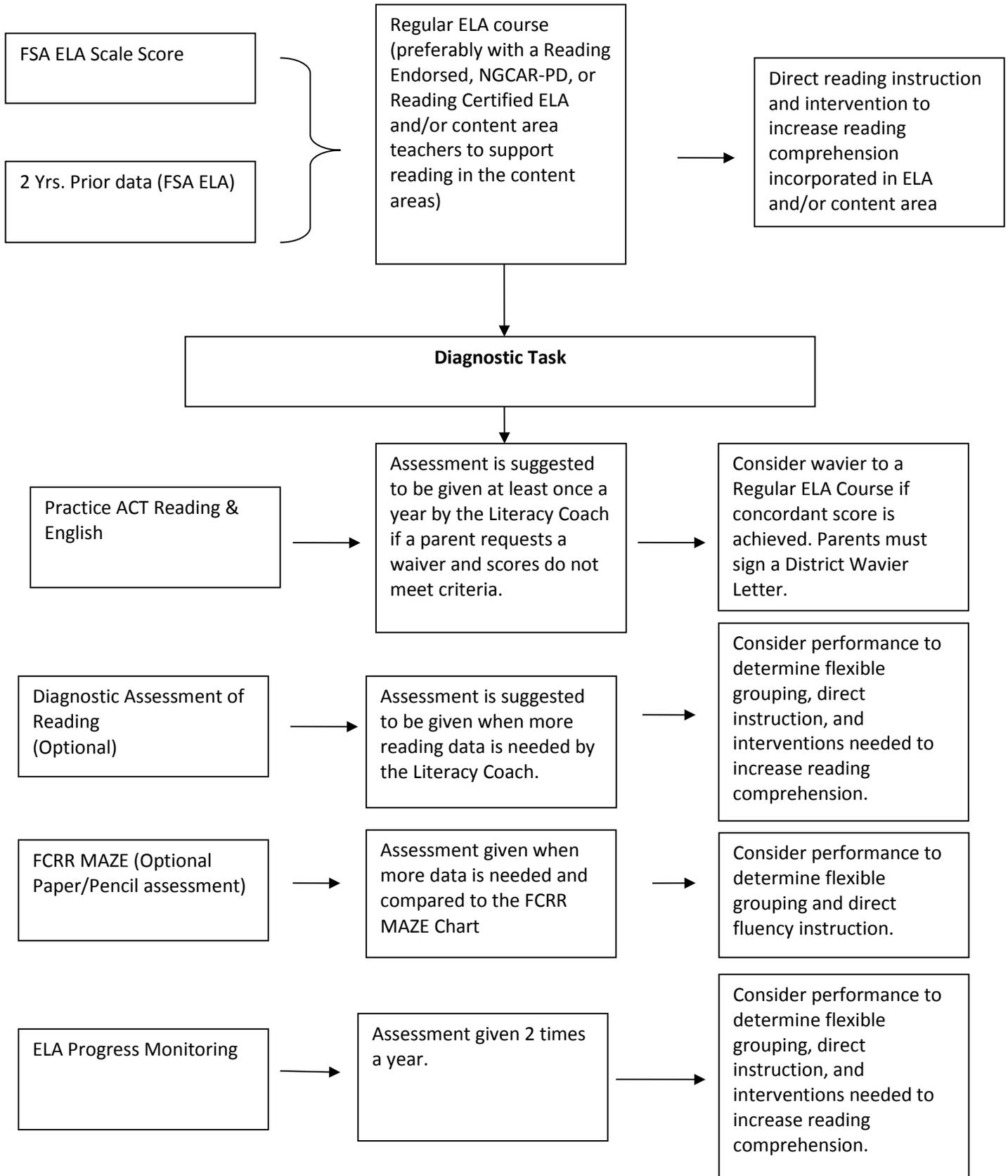
Grades 9-12 Assessment/Curriculum Decision Tree **L1 On-Grade Level Lexile (9-10)**



Grades 9-12
 Assessment/Curriculum Decision Tree **L2 Decoding/Text Reading Efficiency Issues (9-10)**



Grades 9-12
 Assessment/Curriculum Decision Tree
L2 Scoring Close to Proficient (9-10)
Rising 9th Graders 329 or higher
Rising 10th Graders 335 or higher



Grades 9-12 Assessment/Curriculum Decision Tree **L1 & L2 (11-12)**

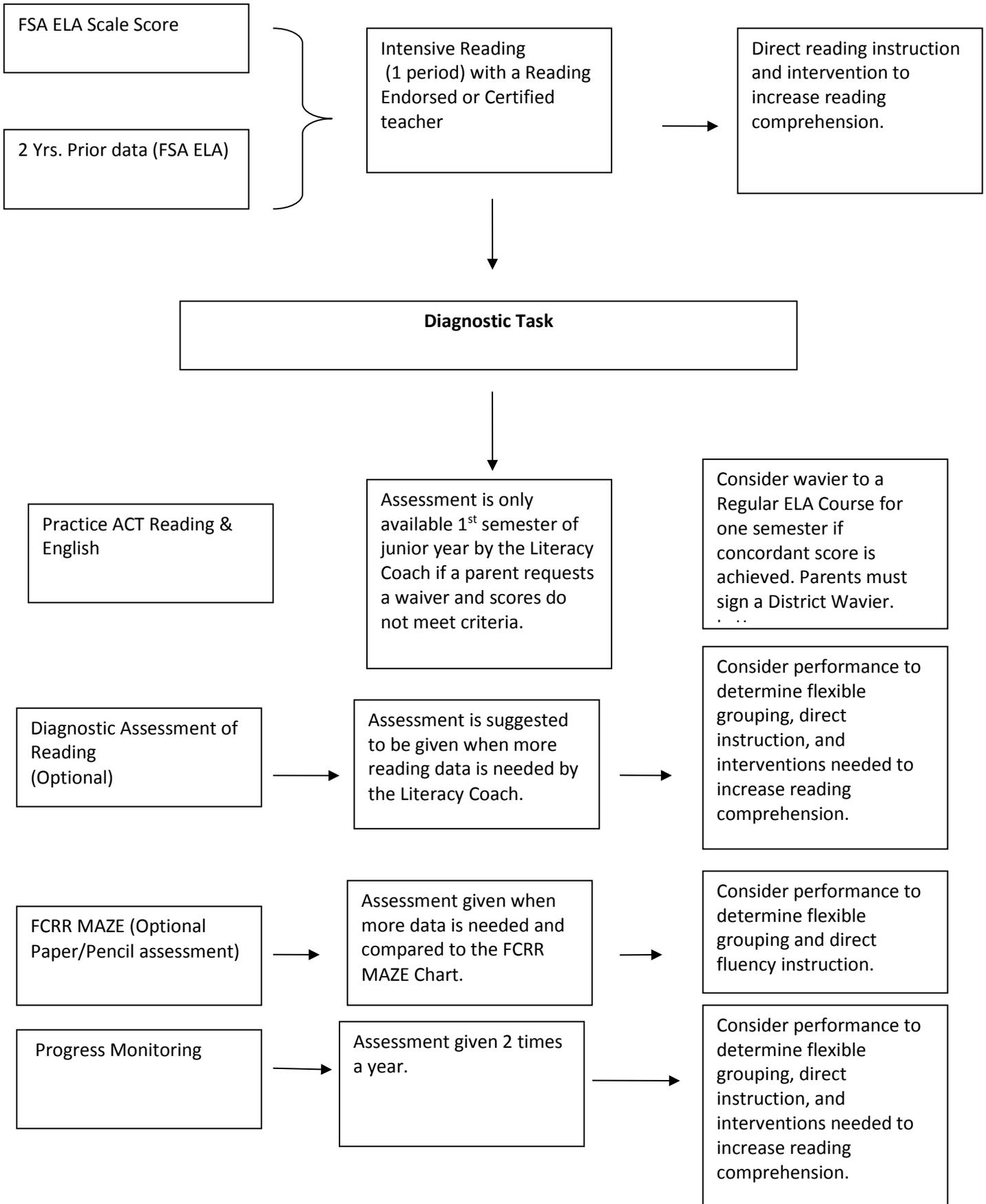


Chart DT3 – 9-12 Assessment/Curriculum Decision Tree

Continued

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
L1 Read 180 Students Reading Inventory	Assessment Period 1: August/September, 2018 Assessment Period 2: January, 2019 Assessment Period 3: May, 2019	A student who scores a 600 or higher on the reading inventory should be placed on READ 180.	<p>READ 180*</p> <ul style="list-style-type: none"> • Consider individual students’ strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction. • Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards 	<p>READ 180</p> <ul style="list-style-type: none"> • Adaptive software • Flex Book • Stretch Text • R-Skills Test
				<p>Teacher will provide a blended approach</p> <ul style="list-style-type: none"> • Adaptive software • Flex Book • Stretch Text

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be evaluated by the MTSS team.

APPENDIX C

300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Martin County
- 2. Contact name for schools covered on this plan:** Shannon Blount
- 3. Contact phone number:** 772-223-3105 Ext. 196
- 4. Contact email:** blounts@martin.k12.fl.us
- 5. Schools covered by this plan:** Port Salerno Elementary

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** 7:35 a.m.
- 2. School dismissal time:** 2:15 p.m.
- 3. Total number of instructional minutes per day:** 360 minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 150 minutes

Section 3. Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

During the extended time, level 4 and 5 students are served in a differentiated manner. Enrichment groups such as book clubs, literature circles, and writing clubs help support students that have been proficient on FSA ELA but still need work on strengthening their ELA skills.

APPENDIX C

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

All teachers have been rated effective or highly effective in the Marzano Evaluation Model. A schedule has been created to maximize the use of these highly effective instructors. Teachers are supported by a principal who is reading certified, an AP who is reading endorsed as well as three literacy coaches who also are reading endorsed.

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

The intensive reading instruction delivered in this additional time provided was differentiated for students in 2017-18 and will continue to be so in 2018-19. Students participated in a “Walk to Success” in which they were placed in differentiated supports. K-2 students (based on need) may have used Mondo, an Oral Language Play Lab, or Foundations. Grade 3-5 participated in Houghton Mifflin Harcourt’s System 44 program with trained teachers, Leveled Literacy Intervention, and additional guided reading groups. I-ready instruction based on individual needs was also an option for students with teacher support. Although Port Salerno Elementary remained a Low 300 school, evidence of accelerated progress is evident. Their proficiency points increased by 8 points from 28-36% and the learning gains in ELA rose from 47 to 56%. The lowest quartile’s learning gains grew from 51 to 60%.

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students’ specific reading needs. Describe the process your district uses to ensure this occurs.**

Kindergarteners take FLKRS which provides some early screening data; however, K and 1 students also are given the Phonological Awareness Skills Test and a Phonics screener along with an i-Ready diagnostic assessment. K-1 also administered Early Literacy Behaviors. Grade 2-5 students also take the i-Ready diagnostic in ELA which also serves as progress monitoring. iStandards mastery assessments give standard-specific data for students in Grades 2-5. Teachers also administer Fountas and Pinnell benchmark assessments, as needed, to determine progress in a student’s reading behaviors and understandings. Multiple pieces of data are collected at the district level in Focus; Power BI is now being implemented to drill down deeper into data at the school and teacher level. System 44 utilizes a phonics inventory to progress monitor to continually assess.

APPENDIX C

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

Port Salerno is implementing Wilson Foundations for select students in grades K-2 which provides explicit, systematic as well as multisensory instruction focused on phonemic awareness and phonics. System 44 focuses on phonemic awareness, phonics and fluency. Additional guided reading practice groups provide opportunity for guided practice, error correction and feedback. I-Ready also addresses all areas of reading with specific lessons drilling down in each of the domains targeting phonemic awareness, phonics, vocabulary, and reading comprehension of informational text and literature. Deliberate and differentiated teacher-led lessons are also utilized allowing for specific feedback and guided practice in skills. Data is constantly examined in Professional Learning Communities (PLCs) to create flexible, fluid groups that are responsive to student needs.

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

Intentional planning sessions before school with teachers and coaches incorporated science texts and standards woven into the intensive reading instruction. Academic vocabulary is a focus which can be used across the curriculum. Staff developers from Teachers College also train teachers in how to incorporate more writing, speaking and listening standards.

APPENDIX C

300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Martin County School District
- 2. Contact name for schools covered on this plan:** Shannon Blount
- 3. Contact phone number:** 772-223-3105 ext. 196
- 4. Contact email:** blounts@martin.k12.fl.us
- 5. Schools covered by this plan:** Warfield Elementary

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** 7:30am
- 2. School dismissal time:** 2:10pm
- 3. Total number of instructional minutes per day:** 350
- 4. Minutes per day of reading instruction (must be at least 150):** 170

Section 3. Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

Warfield plans to support students who scored a level 4 or 5 (who have already shown proficiency on FSA ELA) by using the additional time to have them participate in an enriched environment using STEM, reading, writing, and fine arts.

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

Those teachers that have been deemed effective or highly effective on the Marzano Evaluation System are being utilized to provide the intensive reading instruction. Teachers are supported by local and district reading specialists and/or coach that are reading endorsed or certified.

APPENDIX C

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

Differentiated instruction is provided for students in the additional hour based on individual needs that are identified through the triangulation of data. Examples of some of the various programs offered during the additional time are Wilson Foundations, Leveled Literacy Intervention, SPIRE, and Mondo Oral Language. Since 2018-19 is Warfield Elementary's first year in the low 300, progress will closely be monitored to document growth as a result of delivering the additional intensive reading instruction.

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

Warfield reviews data using a variety of sources to determine the differentiated instruction that will be provided in the additional time. Kindergarten reviews FLKRS data, as well as kindergarten through second grade use a Phonics Assessment, Phonological Awareness Skills Test (PAST), SPIRE, Fountas & Pinnell reading running records, Mondo assessments, i-Ready diagnostic, iStandards mastery, and Foundations to meet students' specific reading needs. In grades three and four SPIRE, Fountas & Pinnell reading running records, Mondo assessments, i-Ready diagnostic, iStandards mastery are reviewed and in the lowest quartile, a Phonics Assessment, and Phonological Awareness Skills Test (PAST) are also utilized to yield further information regarding students' reading needs.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

During the designated WE CARE (Warfield Elementary Curriculum Assessment Remediation and Enrichment) time, student data is triangulated to determine which groups students will participate in and are fluid based on student progress. We are implementing Foundations, Mondo, SPIRE, and Level Literacy Intervention. To ensure this occurs, student progress is monitored regularly. In addition, Warfield is investigating the possibility of implementing System 44 with select 3rd and 4th grade students.

APPENDIX C

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

Embedded in this additional instruction, there is always a piece that will tap into social studies, STEM, writing, academic vocabulary development, speaking and listening standards. Obviously, the focus is on reading, but opportunities to showcase content area reading are infused throughout the instruction. This year, Warfield has become a Teacher's College Affiliate School. Staff developers will be working with teachers throughout the year to ensure the writing, speaking and listening standards are woven into core instruction and beyond into the additional time.