

Collier 2018-19 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: Dianne Faramo and Dana Tracy

Contact Email: faramoDi@collierschools.com or tracyda@collierschools.com

Contact Telephone: 239-377-0117 or 239-377-0099

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	52	*	54	*	56	*	58
District Overall FSA-ELA	56	58	58	59	60	59	62

	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	58	58	59	58	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	34	31	34	28	34	25	23
White/Hispanic	29	26	29	23	29	20	19
Economically Disadvantaged/Non-Economically Disadvantaged	32	29	32	27	32	24	21
Students with Disabilities/Students without Disabilities	41	39	39	34	41	30	27
English Language Learners/ Non-English Language Learners	40	36	38	32	35	29	27

* 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.

Collier County's District goal is to continue to increase proficiency in reading each year. Expenditures to keep coaches in each school provides the District the opportunity to provide ongoing professional development for reading coaches and teachers in their schools. These trainings include data analysis and collaborative planning, social/emotional learning, targeted instruction based on Florida standards and interventions that target the needs of our students. These trainings have proven to be an effective practice that we plan to continue. Programs purchased as a supplement to core instruction for students who are not proficient, support students in an effort to close the achievement gaps. Funds from the allocation also support hiring highly qualified reading teachers to work with students in our Summer Reading Camp who are not proficient based on the state assessment.

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?

Executive Director, Accountability and Data Management
Director, Strategic Planning, Differentiated Accountability and Continuous Improvement
Executive Director, Elementary Programs
Executive Director, Secondary Programs
Executive Director, Exceptional Education and Student Support Services
Coordinator, Literacy PreK-5
Coordinator, Literacy 6-12
Coordinator, ELL Services and World Languages

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.

Quarterly Benchmark Assessments, grades 3-10
Program-specific data, K-12

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

Quarterly Benchmark Assessments are collected two times per year.
Program-specific data is collected three times per year.

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

See 3A

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?

Coordinator, Literacy PreK-5
Coordinator, Literacy 6-12

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

Lesson Plans
Quarterly Benchmark assessments

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

Quarterly Benchmark Assessment data is collected two times per year.
Lesson plans are submitted at the school level and are available for the District to review as needed.

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?

Content Coordinators
Director, Professional and Virtual Learning, Continuous Improvement Initiatives

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?

The Director, Professional and Virtual Learning, Continuous Improvement Initiatives oversees the distribution of resources in school media centers and provides a digital platform that includes multi-media resources district-wide.

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?

Executive Director, Strategic Planning, Differentiated Accountability and Continuous Improvement
Executive Director, Elementary Programs
Executive Director, Secondary Programs
Executive Director, Exceptional Education and Student Support Services
Coordinator, Literacy PreK-5
Coordinator, Literacy 6-12

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)?

Classroom observations using the Class Teacher Evaluation Model (CTEM) that includes planning and delivery of instruction.

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

All teachers and coaches must have at least one formal observation (class period), one informal observation (20-30 minutes) and two walkthrough observations (10 minutes) throughout the year. District administrators may view all observation information via online platform at any time. District administrators may also conduct observations upon request.

- 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?**

Manager, Professional Development and Learning

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

N/A

- 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?

Manager, Professional Development and Learning

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

Various district funds.

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.

Bachelor's degree in elementary education or English 6-12 and/or post-secondary degree in reading. Three years of classroom teaching experience, an understanding of instructional design, and familiarity with a variety of applications of technology required. Proficiency in designing and delivering high-quality professional learning opportunities for teachers and instructional support staff. Ability to plan and facilitate a group to achieve desired outcomes by working collectively to implement instructional change. Knowledge of major theories of language development, cognition, and learning, and uses these theories to implement a well-planned and comprehensive reading and written language program. Knowledge of current research regarding the nature and purposes of reading, oral and written language and of widely used, research-based approaches to reading, oral language and writing instruction. Demonstrates expertise in reading/literacy. Reading Coaches must have either a K-12 reading certification or reading endorsement.

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

Big Cypress Elementary
Corkscrew Elementary
Calusa Park Elementary
Everglades City School
Laurel Oak Elementary
Lake Park Elementary
Naples Park Elementary
Osceola Elementary
Poinciana Elementary
Pelican Marsh Elementary
Seagate Elementary
Sabal Palm Elementary
Tommie Barfield Elementary
Vineyards Elementary
Veteran's Memorial Elementary
Corkscrew Middle
Cypress Palm Middle
Gulfview Middle
North Naples Middle

Oakridge Middle
Pine Ridge Middle

- 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.**

Collier County Public Schools' goal is to continually increase student reading achievement. Our successful model of maintaining a reading coach in every school is contributing to a steady increase in 3rd grade proficiency and overall reading gains. Since all students at every school are not proficient, the need for support from a reading coach is imperative.

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

- a. Elementary:13
- b. Middle:7
- c. High:0

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

Reading coaches are evaluated in the schools in which they serve. 50% of the reading coach evaluations are completed by site-based administrators using the Marzano Evaluative Tool. 50% of the evaluation is based on school-based FSA ELA data.

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

1,695,805.96

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?**

0

- 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.**

N/A

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

- a. Elementary:0
- b. Middle:0
- c. 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.:

0

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

392,625.00

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.

Various District funds

Summer Reading Camps

Please complete the following questions regarding SRC.

1. SRC Supervisor Name:Clarissa Langston & Dianne Faramo

2. Email Address:faramodi@collierschools.com

3. Phone Number:239-377-0117

4. Please list the schools which will host a SRC:

Mike Davis Elementary
Big Cypress Elementary
Poinciana Elementary
Highlands Elementary

5. Provide the following information regarding the length of your district SRC:

- a. **Start Date:** 6/11/2018
- b. **Which days of the week is SRC offered:** Monday - Thursday
- c. **Number of instructional hours per day in reading:** 4
- d. **End Date:** 7/19/2018
- e. **Total number of instructional hours of reading:** 88

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

7. What is the anticipated teacher/student ratio?

1/15

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

Yes, Grade 2

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

iReady Data
SAT10

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	132,013.04
District expenditures on reading coaches	1,695,805.96
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	392,625.00
District expenditures on professional development	0
District expenditures on summer reading camps	4,823.97
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	2,225.267.97
Amount of district research-based reading instruction allocation for 2018-2019	2,225.267.97

APPENDIX A

C&I Large Group Briefing

April 4, 2018

9:00AM-11:00AM

Location: 2-231

TOPIC	FACILITATOR	NOTES
2017-18 Strategic Plan and 2018-19 Review and discuss Reading, SP&P and ELL Plan	Tracy - 6-12 ELA Faramo PreK-5 ELA Arpaia - ELL Dr. Landry- ESE	
Dyslexia Simulation, Identification and Reading Resources	Tracy Faramo Dr. Landry	
June Summit Overview	Dr. Aune	
Summer PL Dates/Sessions	Each Participant	
Digital Transformation LMS Training – Transitioning to a new platform	Dr. Kohler	
New Teacher Academy Planning	Dr. Kohler	
TSA Supports/Summer Workers	Dr. Aune	
Personnel Evaluation Models for 2018 & 2019	Dr. Ang	
Reporting OutUpdates/Ongoing Projects/Assistance Needed	Each Participant	

We are consistent in our approach, steadfast in our support to schools and innovative in our thinking.

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;

Grades K-5 Identification/Intervention Decision Tree

STAR Early Literacy will be administered to all kindergarten students within the first 30 days of school.

Grade Level	Benchmark Assessment	If	Then
<p style="text-align: center;">_____</p> <p style="text-align: center;">Kindergarten</p>	<p style="text-align: center;">STAR Early Literacy Florida Kindergarten Readiness Screener</p>	<p>Student scale score:</p>	
		<p>497-529</p>	<p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with high level comprehension, vocabulary, word study, and fluency at the word and/or connected text level.</p>
		<p>438-496</p>	<p>Utilize the i-Ready diagnostic report to identify focus skills and provide a learning pathway. Use differentiated instruction in small group settings based on the Instructional Grouping Profile Report and the Individual Student Profile Report and monitor progress more frequently. Tier 2 Intervention, tailored to the specific areas of need, may be considered for these students.</p>
		<p>437 and below</p>	<p>Utilize the i-Ready student diagnostic report to identify focus skills and provide a learning pathway. Use differentiated instruction in small group settings based on the Instructional Grouping Profile Report and Individual Student Profile Report and monitor progress more frequently. Intensive Intervention will be provided for an additional thirty minutes daily, in small groups of three or less, based on students' individual needs.</p>

Chart D1: K-5 The i-Ready diagnostic will be administered three times per year to identify substantial reading deficiencies and to inform instructional decisions to enhance student achievement. Students identified as having substantial reading deficiencies based on the i-Ready diagnostic and/or FSA (Level 1) data, will be provided immediate intensive intervention as prescribed by the MTSS team. A Student Progression Plan will be developed to target each student’s individual needs and progress will be monitored frequently to inform ongoing instruction and interventions. All schools implement a school-wide system of progress monitoring for all students, develop and implement Progress Monitoring Plans (PMP) for each student who fails to meet performance expectations, and, when appropriate, Individual Educational Plans (IEP) are created to address specific areas of reading deficiency. The Student Progression Plan reflects the setting and support for students, as well as the tools and strategies the teacher will use to address instruction/intervention. Standards-based progress reports, FSA ELA scores in grades 3-5, and specific progress monitoring documents within the Student Progression Plan are used to keep a child’s parents informed as described in State Statute 1008.25.

<p>IF: I-Ready scale scores on or above level (See attached Reading Placement Chart-green cells for the grade level) or FSA Levels 3-5</p>	<p>If: I-Readyscalescoreuptooneyearbelowgradelevel (See attached Reading Placement Chart-yellow cells for the grade level) or FSA Level 2</p>	<p>If: I-Ready diagnostic scale scores (red cells - Reading Placement Chart) or FSA results (Level 1) indicate that a student has a substantial reading deficiency</p>
<p>Then:</p> <ul style="list-style-type: none"> Continue grade level instruction (Tier 1 instruction) and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies Provide differentiated small group instruction using appropriate leveled text. Provide a variety of opportunities to strengthen content reading and research <p>Programs and Possible Materials:</p> <ul style="list-style-type: none"> Reading Street (CCRP) Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies Delivery during the 90 minute reading block Reading Horizons Multi-sensory, explicit instruction in phonological awareness and phonics for grades K & 1. Ready LAFS Supplemental Resources Grades 2-5 for standards-based close 	<p>Then:</p> <ul style="list-style-type: none"> Tier 1 and 2 Instruction Compare to other assessment data (District Benchmark assessments, i-Ready Standards Mastery tests, Running Records) Use Reading Street’s Tier II resources and i-Ready PDF Lessons to support vocabulary and reading comprehension. Provide additional strategies for text reading efficiency (comprehension and fluency). Use FCRR Binder activities to promote automaticity by providing practice readings at the phrase, sentence and paragraph level. Provide differentiated small group guided reading instruction, using frequent Running Records to determine level and targets for instruction. Use i-Ready reports to identify and target instruction for Phonemic Awareness and Phonics. Students scoring in this range may need 	<p>Then:</p> <ul style="list-style-type: none"> Tiers 1, 2, 3 Instruction Use i-Ready sub-skill reports to identify specific reading deficiencies Inform parents through the MTSS process and develop Progress Monitoring Plans to keep parents informed of the student’s progress Interventions for students with substantial reading deficiencies will focus on Multi-sensory, explicit, systematic instruction in Phonemic Awareness and Phonics Interventions will provide additional time and smaller group size, in addition to or an extension of the 90 minute reading block Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials in order to accelerate reading success.

<p>reading and writing</p> <ul style="list-style-type: none"> • Gifted and Advanced extensions, district-created. • ELL Strategies – Based on WIDA scores • FCRR Literacy Center Follow-up • Personalized Learning Path on i-Ready • Differentiated tools from i-Ready Teacher Toolbox • Arts integration to enhance understanding • Extension of activities through technology/STEAM 	<p>additional intervention (more time and smaller group size) in addition to or an extension of the 90 minute reading block</p> <p>Programs and Possible Materials:</p> <ul style="list-style-type: none"> • Reading Street (CCRP) • Reading Street (Tier II Intervention program) • Reading Horizons Multi-sensory, explicit instruction for phonological awareness and phonics for grades K & 1, and as needed in grades 2-5. • Appropriate leveled text for small group differentiated instruction focusing on before, during and after reading strategies • Delivery during the 90 minute reading block • ELL Strategies – Based on WIDA scores • FCRR Literacy Center Activities • Personalized Learning Path on i-Ready • Differentiated tools from i-Ready Teacher Toolbox • Extension of activities through technology • Arts integration to enhance understanding 	<p>Programs and Possible Materials:</p> <ul style="list-style-type: none"> • Reading Street (Intervention program) based on reading need • Reading Horizons Multi-sensory, explicit instruction in phonological awareness and phonics for grades K -5, including additional online practice for ELL students. • Appropriate leveled text for small group differentiated instruction focusing on before, during and after reading strategies • Delivery during the 90 minute reading block plus intensive intervention - 30 minutes • ELL Strategies – Based on WIDA scores • FCRR Literacy Center Activities • Personalized Learning Path on i-Ready • Differentiated tools from i-Ready Teacher Toolbox • Extensions of activities through technology • Arts integration to enhance understanding
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Both i-Ready scale score and classroom assessments may influence flexibility of placement in the MTSS process, considering intensity of time, smaller group or one on one setting, or more targeted to reading element as shown in Chart D1.

Key: Red indicates one year or more below grade level
 Yellow indicates up to one year below grade level
 Green indicates on or above grade level

i-Ready Reading Placements – Overall

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Emerging K	0 - 361	0 - 346	NA	NA	NA	NA
Level K	362 - 479	347 - 433	0 - 418	0 - 418	0 - 418	0 - 418
Level 1	480 - 536	434 - 536	419 - 488	419 - 473	419 - 473	419 - 473
Level 2	537 - 560	537 - 560	489 - 560	474 - 510	474 - 495	474 - 495
Level 3	561 - 800	561 - 602	561 - 602	511 - 602	496 - 556	496 - 541
Level 4	NA	603 - 800	603 - 629	603 - 629	557 - 629	542 - 580
Level 5	NA	NA	630 - 800	630 - 640	630 - 640	581 - 640
Level 6	NA	NA	NA	641 - 800	641 - 653	641 - 653
Level 7	NA	NA	NA	NA	654 - 800	654 - 669
Level 8	NA	NA	NA	NA	NA	670 - 800
Level 9	NA	NA	NA	NA	NA	NA
Level 10	NA	NA	NA	NA	NA	NA
Level 11	NA	NA	NA	NA	NA	NA
Level 12	NA	NA	NA	NA	NA	NA

**Identification/Intervention Decision Tree
And Course Placement Document**

**Collier County Public Schools
Secondary ELA – Middle School
2018-2019**

6-12 Assessment/Curriculum Decision Tree Using the Florida Assessments for Instruction in Reading

Progress Monitoring Assessments	Dates:	If	Programs/Materials/Strategies
<p>Grades 6-12 Administer Reading Inventory for students scoring below proficiency level on the state accountability assessment.</p>	<p>Assessment Period 1: August/September 2018</p> <p>Assessment Period 2: November/December 2018</p> <p>Assessment Period 3: April 2019</p>	<p>Students score a Lexile above a 600</p>	<p>Students in the Collier County Public School system who are identified with a substantial reading deficiency based on the FSA Reading assessment are placed in an Intensive Reading or Intensive Language Arts Classroom. Those students are progress monitored using the Reading Inventory. The READ 180 Universal program is used as a supplemental material in this classroom. The program allows for differentiation for each student without singling out at-risk learners; additional supports are also provided to facilitate the MultiTiered System of Supports (MTSS) model. Students work in flexible rotations designed to address students at all levels of intervention in order to ameliorate their reading deficits. Instructional personnel may utilize the student’s individual scores from embedded assessments for data tracking necessary for 504 Plan and Individualized Education Plan (IEP) monitoring. The instructional materials are accessible to students with diverse needs and learning styles. Besides leveled texts, students engage with contentrich literature and informational texts, applying newly acquired vocabulary and skills. The program contains visual aids, graphic organizers, etc. to support student learning. These materials address students’ needs and build to an on-grade level text with accompanying tasks that are based on the grade level Language Arts Florida Standards (LAFS).</p>

		<p>Students score a Lexile below a 600</p>	<p>Students in the Collier County Public School system who indicate sufficient decoding and oral language skills are placed in an Intensive Reading classroom. The System 44 program is used as a supplemental material in this classroom. The program is aligned with foundational and language skills for beginning and struggling readers with an in- depth understanding of the mechanics of reading. Instruction includes vocabulary, spelling, grammar, fluency and comprehension.</p> <p>The program allows for differentiation for each student without singling out at-risk learners; additional supports are also provided to facilitate the Multi-Tiered System of Supports (MTSS) model. Students work in flexible rotations designed to address students at all levels of intervention in order to ameliorate their reading deficits. Instructional personnel may utilize the student's individual scores from embedded assessments for data tracking necessary for 504 Plan and Individualized Education Plan (IEP) monitoring. The instructional materials are accessible to students with diverse needs and learning styles.</p>
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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 changed based on student data.

**Identification/Intervention Decision Tree
And Course Placement Document**

**Collier County Public Schools
Secondary ELA – High School
2018-2019**

6-12 Assessment/Curriculum Decision Tree Using the Florida Assessments for Instruction in Reading

Progress Monitoring Assessments	Dates:	If	Programs/Materials/Strategies
<p>Grades 6-12 Administer Reading Inventory for students scoring below proficiency level on the state accountability assessment.</p>	<p>Assessment Period 1: August/September 2018</p> <p>Assessment Period 2: November/December 2018</p> <p>Assessment Period 3: April 2019</p>	<p>Students score a Lexile above a 600</p>	<p>Students in the Collier County Public School system who are identified with a substantial reading deficiency based on the FSA Reading assessment are placed in an Intensive Reading or Intensive Language Arts Classroom. Those students are progress monitored using the Reading Inventory. The READ 180 Universal program is used as a supplemental material in this classroom. The program allows for differentiation for each student without singling out at-risk learners; additional supports are also provided to facilitate the MultiTiered System of Supports (MTSS) model. Students work in flexible rotations designed to address students at all levels of intervention in order to ameliorate their reading deficits.</p> <p>Instructional personnel may utilize the student’s individual scores from embedded assessments for data tracking necessary for 504 Plan and Individualized Education Plan (IEP) monitoring. The instructional materials are accessible to students with diverse needs and learning styles. Besides leveled texts, students engage with contentrich literature and informational texts, applying newly acquired vocabulary and skills. The program contains visual aids, graphic organizers, etc. to support student learning. These materials address students’ needs and build to an on-grade level text with accompanying tasks that are based on the grade level Language Arts Florida Standards (LAFS).</p>

		<p>Students score a Lexile below a 600</p>	<p>Students in the Collier County Public School system who indicate sufficient decoding and oral language skills are placed in an Intensive Reading classroom. The System 44 program is used as a supplemental material in this classroom. The program is aligned with foundational and language skills for beginning and struggling readers with an in- depth understanding of the mechanics of reading. Instruction includes vocabulary, spelling, grammar, fluency and comprehension. The program allows for differentiation for each student without singling out at-risk learners; additional supports are also provided to facilitate the Multi-Tiered System of Supports (MTSS) model. Students work in flexible rotations designed to address students at all levels of intervention in order to ameliorate their reading deficits. Instructional personnel may utilize the student’s individual scores from embedded assessments for data tracking necessary for 504 Plan and Individualized Education Plan (IEP) monitoring. The instructional materials are accessible to students with diverse needs and learning styles.</p>
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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 changed based on student data.

CCPS Secondary ELA Course Placement 2018-2019
Grades 9-12

Grade	Levels and Reading Inventory Lexile Score	Core Resource	Supplemental Resources and Strategies	Course Code(s)
9th	1 and Lexile of < 600	<i>HMH Florida Collections</i>	<i>System 44</i> Supplemental program (e.g., <i>READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1001310D or 1001310H (CELLA 605-743 or WIDA 0-2.9) and 10004001
	1 and Lexile of > 600 or Level 2	<i>HMH Florida Collections</i>	Supplemental program (e.g., <i>READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1001310F or 1001310J (CELLA 744 – 761 or WIDA 3.0 – 4.9) and 10004101
	3	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001310
	4 or 5	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001320
10th	1 and Lexile of < 600	<i>HMH Florida Collections</i>	<i>System 44</i> Supplemental program (e.g., <i>READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1001340D or 1001340H (CELLA 605-743 or WIDA 0-2.9) and 10004002
	1 and Lexile of > 600 or Level 2	<i>HMH Florida Collections</i>	Supplemental program (e.g., <i>READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1001340F or 1001340J (CELLA 744 – 761 or WIDA 3.0 – 4.9) and 10004102
	3	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001340
	4 or 5	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001350

11 th	1 and Lexile of < 600	<i>HMH Florida Collections</i>	<i>System 44</i> <i>Khan Academy</i> <i>Grade Level Text Sets</i> Collaborative comprehension strategies; Close reading; Writing from sources	1001370D or 1001370H (CELLA 605-743 or WIDA 0-2.9) and 10004003
	1 and Lexile of > 600 or Level 2	<i>HMH Florida Collections</i>	<i>Khan Academy</i> <i>Grade Level Text Sets</i> Collaborative comprehension strategies; Close reading; Writing from sources	1001370F or 1001370J (CELLA 744 – 761 or WIDA 3.0 – 4.9) and 10004103
	3	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001370
	4 or 5	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001380
12 th	1 and Lexile of < 600	<i>HMH Florida Collections</i>	<i>System 44</i> <i>Khan Academy</i> <i>Grade Level Text Sets</i> Collaborative comprehension strategies; Close reading; Writing from sources	1001400D or 1001400H (CELLA 605-743 or WIDA 0-2.9) and 10004004
	1 and Lexile of > 600 or Level 2	<i>HMH Florida Collections</i>	<i>Khan Academy</i> <i>Grade Level Text Sets</i> Collaborative comprehension strategies; Close reading; Writing from sources	1001400F or 1001400J (CELLA 744 – 761 or WIDA 3.0 – 4.9) and 10004104
	3	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001405 or 1001400
	4 or 5	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001410

**CCPS Secondary ELA Course Placement 2018-2019
Grades 6-8**

Grade	Levels and iReady Phonics Scale Score or Reading Inventory Lexile Score	Core Resource	Supplemental Resources and Strategies	Course Code(s)
6 th	1 and iReady Phonics Scale Score is < 491	<i>HMH Florida Collections</i>	<i>System 44</i> Supplemental program (e.g. <i>READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1001010D and 10000006
	1 and iReady Phonics Scale Score is \geq 491 or Level 2	<i>HMH Florida Collections</i>	Supplemental program (e.g., <i>READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1001010F and 10000106
	3	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001010
	4 or 5	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001020
7 th	1 and Lexile of < 600	<i>HMH Florida Collections</i>	<i>System 44</i> Supplemental program (e.g., <i>READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1001040D and 10000007
	1 with Lexile > 600 or Level 2	<i>HMH Florida Collections</i>	Supplemental program (e.g., <i>READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1001040F and 10000107
	3	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001040
	4 or 5	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001050
8 th	1 and Lexile of < 600	<i>HMH Florida Collections</i>	<i>System 44</i> Supplemental program (e.g., <i>READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1001070D and 10000008
	1 with Lexile > 600 or Level 2	<i>HMH Florida Collections</i>	Supplemental program (e.g., <i>READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1001070F and 10000108
	3	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001070
	4 or 5	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001080

CCPS Secondary ELA Course Placement 2018-2019 - Grades 6-8 for English Language Learners

Grade	Levels and iReady Phonics Scale Score or Reading Inventory Lexile Score	Core Resource	Supplemental Resources and Strategies	Course Code(s)
6 th	1 and iReady Phonics Scale Score is < 491	HMH <i>Florida Collections</i>	<i>System 44</i> Supplemental program (e.g., <i>READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1002000H and 1002180H (CELLA Score 600 – 713 or WIDA 0-1.9) or 1002180I (CELLA Score 714 – 741 or WIDA 2.0 – 2.9)
	1 and iReady Phonics Scale Score is ≥ 491 or Level 2	HMH <i>Florida Collections</i>	Supplemental program (e.g., <i>READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1002000I and 1002180J (CELLA Score 742– 758 or WIDA 3.0-4.9)
	If an LY student passes the state ELA assessment with a level 3 or higher, place in a Developmental or Advanced ELA course.	HMH <i>Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001010 or 1001020
7 th	1 and Lexile of < 600	HMH <i>Florida Collections</i>	<i>System 44</i> Supplemental program (e.g., <i>READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1002010H and 1002180H (CELLA Score 600 – 713 or WIDA 0-1.9) or 1002180I (CELLA Score 714 – 741 or WIDA 2.0 – 2.9)
	1 with Lexile > 600 or Level 2	HMH <i>Florida Collections</i>	Supplemental program (e.g., <i>READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1002010I and 1002180J (CELLA Score 742– 758 or WIDA 3.0-4.9)
	If an LY student passes the state ELA assessment with a level 3 or higher, place in a Developmental or Advanced ELA course.	HMH <i>Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001040 or 1001050

8 th	1 and Lexile of < 600	HMH <i>Florida Collections</i>	<i>System 44</i> Supplemental program (e.g., <i>READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1002020H and 1002180H (CELLA Score 600 – 713 or WIDA 0-1.9) or 1002180I (CELLA Score 714 – 741 or WIDA 2.0 – 2.9)
	1 with WRT > 30 th percentile or Level 2	HMH <i>Florida Collections</i>	Supplemental program (e.g., <i>Achieve 3000</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1002020I and 1002180J (CELLA Score 742– 758 or WIDA 3.0-4.9)
	If an LY student passes the state ELA assessment with a level 3 or higher, place in a Developmental or Advanced ELA course.	HMH <i>Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001070 or 1001080

**Identification/Intervention Decision Tree
And Course Placement Document**

**Collier County Public Schools
Secondary ELA – High
School 2018-2019**

6-12 Assessment/Curriculum Decision Tree Using the Florida Assessments for Instruction in Reading

Progress Monitoring Assessments	Dates:	If	Programs/Materials/Strategies
<p>Grades 6-12 Administer Reading Inventory for students scoring below proficiency level on the state accountability assessment.</p>	<p>Assessment Period 1: August/September 2018</p> <p>Assessment Period 2: November/December 2018</p> <p>Assessment Period 3: April 2019</p>	<p>Students score a Lexile above a 600</p>	<p>Students in the Collier County Public School system who are identified with a substantial reading deficiency based on the FSA Reading assessment are placed in an Intensive Reading or Intensive Language Arts Classroom. Those students are progress monitored using the Reading Inventory. The READ 180 Universal program is used as a supplemental material in this classroom. The program allows for differentiation for each student without singling out at-risk learners; additional supports are also provided to facilitate the MultiTiered System of Supports (MTSS) model. Students work in flexible rotations designed to address students at all levels of intervention in order to ameliorate their reading deficits.</p> <p>Instructional personnel may utilize the student's individual scores from embedded assessments for data tracking necessary for 504 Plan and Individualized Education Plan (IEP) monitoring. The instructional materials are accessible to students with diverse needs and learning styles. Besides leveled texts, students engage with contentrich literature and informational texts, applying newly acquired vocabulary and skills. The program contains visual aids, graphic organizers, etc. to support student learning. These materials address students' needs and build to an on-grade level text with accompanying tasks that are based on the grade level Language Arts Florida Standards (LAFS).</p>

		<p>Students score a Lexile below a 600</p>	<p>Students in the Collier County Public School system who indicate sufficient decoding and oral language skills are placed in an Intensive Reading classroom. The System 44 program is used as a supplemental material in this classroom. The program is aligned with foundational and language skills for beginning and struggling readers with an in- depth understanding of the mechanics of reading. Instruction includes vocabulary, spelling, grammar, fluency and comprehension. The program allows for differentiation for each student without singling out at-risk learners; additional supports are also provided to facilitate the Multi-Tiered System of Supports (MTSS) model. Students work in flexible rotations designed to address students at all levels of intervention in order to ameliorate their reading deficits. Instructional personnel may utilize the student’s individual scores from embedded assessments for data tracking necessary for 504 Plan and Individualized Education Plan (IEP) monitoring. The instructional materials are accessible to students with diverse needs and learning styles.</p>
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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 changed based on student data.

CCPS Secondary ELA Course Placement 2018-2019
Grades 9-12

Grade	Levels and Reading Inventory Lexile Score	Core Resource	Supplemental Resources and Strategies	Course Code(s)
9th	1 and Lexile of < 600	<i>HMH Florida Collections</i>	<i>System 44</i> Supplemental program (<i>e.g., READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1001310D or 1001310H (CELLA 605-743 or WIDA 0-2.9) and 10004001
	1 and Lexile of > 600 or Level 2	<i>HMH Florida Collections</i>	Supplemental program (<i>e.g., READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1001310F or 1001310J (CELLA 744 – 761 or WIDA 3.0 – 4.9) and 10004101
	3	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001310
	4 or 5	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001320
10th	1 and Lexile of < 600	<i>HMH Florida Collections</i>	<i>System 44</i> Supplemental program (<i>e.g., READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1001340D or 1001340H (CELLA 605-743 or WIDA 0-2.9) and 10004002
	1 and Lexile of > 600 or Level 2	<i>HMH Florida Collections</i>	Supplemental program (<i>e.g., READ 180</i>) Collaborative comprehension strategies; Close reading; Writing from sources	1001340F or 1001340J (CELLA 744 – 761 or WIDA 3.0 – 4.9) and 10004102
	3	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001340
	4 or 5	<i>HMH Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001350

11 th	1 and Lexile of < 600	HMH <i>Florida Collections</i>	<i>System 44</i> <i>Khan Academy</i> <i>Grade Level Text Sets</i> Collaborative comprehension strategies; Close reading; Writing from sources	1001370D or 1001370H (CELLA 605-743 or WIDA 0-2.9) and 10004003
	1 and Lexile of > 600 or Level 2	HMH <i>Florida Collections</i>	<i>Khan Academy</i> <i>Grade Level Text Sets</i> Collaborative comprehension strategies; Close reading; Writing from sources	1001370F or 1001370J (CELLA 744 – 761 or WIDA 3.0 – 4.9) and 10004103
	3	HMH <i>Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001370
	4 or 5	HMH <i>Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001380
12 th	1 and Lexile of < 600	HMH <i>Florida Collections</i>	<i>System 44</i> <i>Khan Academy</i> <i>Grade Level Text Sets</i> Collaborative comprehension strategies; Close reading; Writing from sources	1001400D or 1001400H (CELLA 605-743 or WIDA 0-2.9) and 10004004
	1 and Lexile of > 600 or Level 2	HMH <i>Florida Collections</i>	<i>Khan Academy</i> <i>Grade Level Text Sets</i> Collaborative comprehension strategies; Close reading; Writing from sources	1001400F or 1001400J (CELLA 744 – 761 or WIDA 3.0 – 4.9) and 10004104
	3	HMH <i>Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001405 or 1001400
	4 or 5	HMH <i>Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001410

Optional 3rd period (1002380) Dev. LA through ESOL

CELLA proficiency level students with less than one year with a score between 605-743

or

WIDA ACCESS 2.0 for ELLs score range from 0–2.9

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:** Collier
- 2. Contact name for schools covered on this plan:** Dianne Faramo
- 3. Contact phone number:** 239-377-0117
- 4. Contact email:** faramodi@collierschools.com
- 5. Schools covered by this plan:** Pinecrest Elementary and Village Oaks 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:** 7:55
- 2. School dismissal time:** 2:50
- 3. Total number of instructional minutes per day:** 380
- 4. Minutes per day of reading instruction (must be at least 150):** 165

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.**

Collier has trained teachers in Cambridge strategies and has grouped high performing students into classes with trained teachers. More rigorous Standards-based instruction is provided, also including more opportunities for students to practice and deepen knowledge, and to also demonstrate mastery of the FL Standards through cognitively complex tasks.

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.**

Collier provides multiple opportunities for teachers to complete a Reading Endorsement. Endorsed teachers and/or teachers with advanced degrees in Reading are identified to provide intensive reading instruction during the literacy block and also during blocks of time designated for reading intervention. Students are grouped for focused instruction and intervention based on specific reading needs which are identified through district and teacher created assessments and observation. Teachers effectiveness is measured both through administrative observations, using iObservation during reading instruction and through the actual progress students make, which is measured through ongoing assessments. Student success and progress is closely monitored by identifying specific areas in need of improvement and by setting goals and tracking individual progress in response to instruction. Teachers and students track the accurate use of skills and strategies, increases in reading level (using instructional level texts and grade level texts), and “successful” completion of online reading lessons and assessments (i-Ready lessons in a personalized reading path and i-Ready Standards Mastery assessments of on-grade level reading). Teachers and students own their data.

- 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 i-Ready diagnostic is administered three times per year to identify substantial reading deficiencies and to inform instructional decisions to enhance student achievement. Students identified as having substantial reading deficiencies based on the i-Ready diagnostic and/or FSA (Level 1) data, are provided immediate intensive intervention as prescribed by the MTSS team. A Student Progression Plan is developed to target each student’s individual needs and progress is monitored frequently to measure progress and inform ongoing instruction and interventions. We continue to see increased performance on weekly Standards Mastery tests, monthly i-Ready progress monitoring tests, and district quarterly benchmark assessments, as well as in the gains the students are making on the end of year FSA. From 2016 to 2018 the ELA Achievement increased; at Pinecrest Elementary ELA achievement increased from 29% to 35%, and at Village Oaks ELA achievement increased from 25% to 32%. Both Pinecrest Elementary and Village Oaks Elementary also had an increase in School Grade from D in 2016 to C in 2018.

APPENDIX C

Intensive reading instruction provided during the additional hour includes:

- A focus on multi-sensory, explicit, systematic instruction in phonemic awareness and phonics
- Additional time and smaller group size
- Reading Horizons was used in 2017-18 and continues to be the resource used to strengthen skills in phonemic awareness and phonics. Additional training, as well as some additional materials, have been provided this year to support stronger implementation of Reading Horizons.
- Daily small group, differentiated instruction was also provided in 2017-18 and will continue this year. Running records and dictation are used to guide next steps in instruction to accelerate student progress. Foundational skills assessments are administered quarterly to measure progress in concepts of print, phonological awareness, letter ID, letter sound, and known high frequency words.

Resources for intensive reading instruction include:

- *Reading Street Core* reading materials
- *Reading Horizons Discovery* multi-sensory, explicit instruction in phonological awareness and phonics for grades K-5, including online practice for ELL students
- Appropriate leveled texts for small group differentiated instruction focusing on before, during and after reading strategies (*Fountas and Pinnell, Leveled Literacy Intervention*)
- ELL Strategies – Based on *WIDA* scores
- *FCRR Literacy Center Activities*
- Personalized learning path on *i-Ready*
- Differentiated tools from *i-Ready Teacher Toolbox*
- Extensions of activities through technology
- Arts integration to enhance understanding and provide additional multi-sensory opportunities

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.

The i-Ready diagnostic is administered three times per year to identify substantial reading deficiencies and to inform instructional decisions to enhance student achievement. Students identified as having substantial reading deficiencies based on the i-Ready diagnostic and/or FSA (Level 1) data, is provided immediate intensive intervention as prescribed by the MTSS team. A Student Progression Plan is developed to target each student's individual needs and progress is monitored frequently to inform ongoing instruction and interventions. All schools implement a school-wide system of progress monitoring for all students, develop and implement Progress Monitoring Plans (PMP) for each student who fails to meet performance expectations, and, when

APPENDIX C

appropriate, Individual Educational Plans (IEP) are created to address specific areas of reading deficiency. The Student Progression Plan reflects the setting and support for students, as well as the tools and strategies the teacher will use to address instruction/intervention.

- 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.**

The intensive reading instruction delivered in this additional hour includes a focus on phonemic awareness and phonics, differentiated reading instruction in small groups (fluency, vocabulary, and comprehension), and also includes word work and writing connected to text.

Students at each grade level are grouped for instruction according to the skills that have been identified as areas of focus. Grouping is flexible, which allows for shifts in instruction as needed. Specific blocks of time in the master schedule are designated for intensive reading instruction.

- 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.**

The integration of social studies, science, and writing in response to reading begins with our English Language Arts curriculum maps. Collier teachers are accustomed to following a curriculum map for each content area. During the past two years the ELA department has worked closely with the social studies and science departments to embed content reading and writing during the literacy block and during intensive reading instruction. Teachers naturally integrate content because direction and resources are provided in the ELA curriculum map. District trainings for teachers provide guidance and practice in implementing the strategies and content in an effective manner in the classroom and in small groups. The math department also works closely with the other content area departments during teacher trainings. The professional development provided has had a positive impact on the use of content area resources during intensive reading instruction.

The addition of social studies DBQs is proving to be a great resource for writing in response to reading content related text sets.