

Collier 2019-20 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
Contact Email: faramodi@collierschools.com
Contact Telephone: 239-377-0117

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	56	58	58	59	60	59	62

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
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
						25	23
White/African American	34	31	34	28	34		
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 of Accountability and Data Management
Director, Strategic Planning, Differentiated Accountability and Continuous Improvement
Executive Director of Elementary Programs
Executive Director of Secondary Programs
Executive Director of 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, PreK-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. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

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 Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

Manager, Professional Development and Learning

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

\$180,000.00

- 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..**

Please list the course numbers from your district Professional Learning Catalog which cover this training.

Accelerated Literacy Learning (A.L.L.)	2a	Reading	1013001
Achieve 3000	2a	Reading	1013001
FAIR: How to Administer	2a	Reading	1013001
FAIR: Instructional Implications	2a	Reading	1013001
From Sources: Integrating Reading & Writing	2a	Reading	1013001
Guided Reading (3-5)	2a	Reading	1013001
Guided Reading (K-2)	2a	Reading	1013001
iReady: Reading	2a	Reading	1013001
Leveled Literacy Intervention (L.L.I.)	2a	Reading	1013001
Mindset Book Study	2a	Reading	1013001
Reading Coaches: Elementary	2a	Reading	1013001
Reading Coaches: Secondary	2a	Reading	1013001
Reading Horizons	2a	Reading	1013001
Rich, Robust Vocabulary Instruction	2a	Reading	1013001
Running Records	2a	Reading	1013001
Summer Intersession Training: Reading	2a	Reading	1013001

NG Competency #1: Foundations of Instruction	3	Endorsement: Reading	2013006
NG Competency #2: Research-Based Practices	3	Endorsement: Reading	2013007

Effective Writing in the ELA Classroom	2a	Language Arts	1008001
ELA Department Chair: High	2a	Language Arts	1008001
ELA Department Chair: Middle	2a	Language Arts	1008001
ELA PreSchool Inservice: High	2a	Language Arts	1008001
ELA PreSchool Inservice: Middle	2a	Language Arts	1008001
Language Arts Florida Standards (LAFS)	2a	Language Arts	1008001

Assistant Principal Meeting	5	Leadership	7417004
District Leadership	5	Leadership	7417004
Education Summit	5	Leadership	7417004

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, researchbased 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

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. 67% of the reading coach evaluations are completed by site-based administrators using the Marzano Evaluative Tool. 33% 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?

\$1,881,551.43

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?

No schools are provided funding for reading intervention teachers through the Research-Based Reading Instruction Allocation

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?

N/A

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.:

N/A

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

N/A

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 Funding

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:**Dr. Leslie Ricciardelli
2. **Email Address:**ricciale@collierschools.com
3. **Phone Number:**(239)377-0204
4. **Please list the schools which will host a SRC:**

Lake Trafford Elementary
Mike Davis Elementary
Big Cypress Elementary
Naples Park Elementary

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

- a. **Start Date:** June 17, 2019
- b. **Which days of the week is SRC offered:**Monday - Thursday
- c. **Number of instructional hours per day in reading:**4 hours per day
- d. **End Date:**July 18, 2019
- e. **Total number of instructional hours of reading:**76 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

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, 2nd grade

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

iReady

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	145,000.00
District expenditures on reading coaches	1,881,551.43
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	0
District expenditures on professional development	180,000.00
District expenditures on summer reading camps	67,384.57
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	2,273,936.00
Amount of district research-based reading instruction allocation for 2019-2020	2,273,936.00

APPENDIX A

October 19, 2018

1:00pm-3:00pm

**Location: Poinciana Elementary School
Principal Conference Room**

In Attendance: D. Tracy, 6-12 Literacy Coordinator, D. Faramo, K-5 Literacy Coordinator, F. Billon, ELL Coordinator, Dr. Landry, Coordinator, ESE, P. Sherrill, Teacher, J. Davis, Principal, L. Johnson, Reading Coach, V. Lytle, Manager, Data Surveys, Dr. Ang, Executive Director, Accountability and Data Warehouse

TOPIC	FACILITATOR	NOTES
2018-19 Strategic Plan and 2019-20 Review and discuss Reading, MTSS process and ELL Plan	Tracy - 6-12 ELA Coordinator Faramo - PreK-5 ELA Coordinator F. Billon – ELL Coordinator Dr. Landry- Coordinator, Psychological Services E. Kafle – Coordinator, ESE P. Sherrill – Teacher J. Davis – Principal L. Johnson – Reading Coach V. Lytle – Manager, Data Surveys Dr. Ang – Executive Director, Accountability and Data Warehouse	
Dyslexia Identification and Reading Resources	Tracy Faramo Kafle Landry	
ELL Support	Billon	
Summer PL Dates/Sessions	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 identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; 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
Kindergarten <hr/>	STAR Early Literacy Florida Kindergarten Readiness Screener i-Ready Diagnostic Fall, Winter, Spring	STAR Benchmarks	i-Ready Diagnostic reports
		Percentile Rank at or above 40 (Scaled Score 499) "Benchmark"	To 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.
		Percentile Rank below 25 (Scaled Score 455) "Intervention"	Utilize 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.
		Percentile Rank below 10 (Scaled Score 405) "Urgent Intervention"	Utilize 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.

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 (one year or more below grade level) based on the i-Ready diagnostic, 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-Ready scale score up to one year below grade level or FSA Level 2</p>	<p>If: I-Ready diagnostic scale score one or more years below grade level or FSA Level 1 indicates 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
2019-2020**

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 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. Besides leveled texts, students engage with content-rich 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 2019-2020
Grades 6-8**

Grade	Levels and iReady Phonics Scale Score or Reading Inventory/Phonics Inventory Score	Core Resource	Supplemental Resources and Strategies	Course Code(s)
6th	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	1001010D and 10000006
	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	1001010F and 10000106
	3	HMH <i>Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001010
	4 or 5	HMH <i>Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001020
7th	1 and Reading Inventory of < 600 and Phonics Inventory lower than 20	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	1001040D and 10000007
	1 with Reading Inventory ≥ 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	1001040F and 10000107
	3	HMH <i>Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001040
	4 or 5	HMH <i>Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001050
8th	1 and Reading Inventory of < 600 and Phonics Inventory lower than 20	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	1001070D and 10000008
	1 with Reading Inventory ≥ 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	1001070F and 10000108
	3	HMH <i>Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001070
	4 or 5	HMH <i>Florida Collections</i>	Collaborative comprehension strategies; Close reading; Writing from sources	1001080

CCPS Secondary ELA Course Placement 2019-2020
Grades 6-8 for English Language Learners

Grade	Levels and iReady Phonics Scale Score or Reading Inventory/Phonics Inventory Score	Core Resource	Supplemental Resources and Strategies	Course Code(s)
6th	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
7th	1 and Reading Inventory of < 600 and Phonics Inventory lower than 20	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 Reading Inventory ≥ 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
8th	1 and Reading Inventory of < 600 and Phonics Inventory lower than 20	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 Reading Inventory \geq 600 or Level 2	HMH <i>Florida Collections</i>	Supplemental program (<i>e.g.</i> , <i>READ 180</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 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. Besides leveled texts, students engage with content-rich 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	<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

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

2019-2020 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 2019-2020 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

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:** 7:50
- 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):** Grades K-2 – 170 minutes, with an additional 30 minute writing block, Grades 3-5 – 250 minutes, including literacy block AND integrated content area reading, discussing, writing in response to reading

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.**

Students who have scored level 4 or 5 are placed in classes that include more rigorous instruction and opportunities to extend learning. The instruction is provided by teachers who have been trained in Cambridge strategies. Many of these teachers are also gifted endorsed.

- 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.**

The selection of teachers who provide intensive reading instruction is based on data from their previous students' success on state assessments, district benchmark tests and teacher performance in FTEM evaluations conducted by the school principal or assistant principal. Most of these teachers also have a reading endorsement.

A district administrative team also conducts instructional reviews with the school administrative team to stay informed and provide supports related to the school's improvement plan, focused areas of need, effective use of the reading coach and reading resource teachers. District support is provided throughout the year to support the administrators and reading coaches. This is a district practice in all schools with new principals, as well as in schools that do not show gains each year on the state FSA assessment.

- 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 Florida Kindergarten Readiness Screener is administered at the beginning of the school year, and i-Ready diagnostics are administered three times per year to identify students reading above, on, and below grade level to provide effective instruction for all students.

At the end of the 2018-19 school year, overall placement of students at risk for Tier 3 was 17%, student placement for Tier 2 intervention was 60%, and student placement in Tier 1 was 24%.

As we near the close of the first diagnostic window for the 2019-20 school year, overall placement of students at risk for Tier 3 is 36%, student placement for Tier 2 intervention is 47%, and student placement in Tier 1 is 17%.

Students in need of additional support are being identified, and small group instruction based on the specific needs in each of the domains of reading has begun. Intensive reading instruction is delivered by highly qualified reading resource teachers in small groups, for an additional thirty minutes per day, five days per week. The Research based reading materials used include Comprehensive Core Reading Program, Reading Horizons explicit, systematic, multisensory phonics instruction, Iversen Quick 60 intervention (nonfiction titles addressing science, social studies, and math topics), and Fountas and Pinnell Leveled Literacy Intervention. These are all research based, proven to accelerate progress of students exhibiting a reading deficiency. District and school administrators have identified "fidelity of implementation" as the potential reason our students may not have been making the level of progress the research shows is typical. More training is being provided, as well as more qualified resource teachers assigned to provide the interventions.

- 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.**

Screening and diagnostic assessments are administered at the beginning of the school year, and progress is measured through additional diagnostic assessments mid-year and at the end of the year. Following each diagnostic, data is analyzed and the specific needs of students are identified. Differentiation in instruction, resources, and assignments is provided during Tier 1 whole group instruction and also in small group or individual instruction, based on the needs of the students.

- 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.**

Through the MTSS process, assessment data is used to develop student success plans addressing specific areas of need, and attainable goals to accelerate reading are put into action through tiered interventions. Tier 2 interventions are provided by the classroom teacher and are monitored closely. Students who are reading a year or more below grade level are also provided tier 3 intensive interventions. These interventions include instruction that is explicit, systematic, and includes multi-sensory. The progress of these students is monitored more frequently through additional formative assessments specific to the targeted areas of need. The data is collected in our Data Warehouse and reviewed regularly to inform next steps.

- 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.**

A master schedule is created and implemented to ensure adequate minutes for the integration of social studies, science and mathematics-text reading, text discussion and writing in response to reading are included in each instructional day. The master schedule is turned in to the District for review and revision, if needed. In addition to administrative evaluations, the school administrative team walks through classrooms regularly to ensure teachers are adhering to the master schedule. A district team also regularly monitors the implementation of the master schedule. For use during an extended literacy block and during content specific instructional times in the day, the district content area coordinators and literacy specialists are working together with a focus on matching appropriate content area texts from adopted materials that align well with teaching specific ELA reading standards, including content area on-level texts, leveled texts, and audio books. Close monitoring of implementation will be ongoing.

2019-2020 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 2019-2020 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:** 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:** 8:20
- 2. School dismissal time:** 3:20
- 3. Total number of instructional minutes per day:** 380
- 4. Minutes per day of reading instruction (must be at least 150):** K-2 has 160 minutes of reading instruction scheduled daily, including 30-45 minutes of explicit, systematic, multi-sensory phonics instruction, core reading instruction and small group guided reading. Also scheduled in K-2 are additional blocks of writing in response to reading in the content areas. In grades 4 and 5 a 205 minutes of reading, including literacy block AND integrated content area reading, discussing, writing in response to reading

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.**

Students who have scored level 4 or 5 are placed in classes that include more rigorous instruction and opportunities to extend learning. The instruction is provided by teachers who have been trained in Cambridge strategies. Many of these teachers are also gifted endorsed.

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A district administrative team also conducts instructional reviews with the school administrative team to stay informed and provide supports related to the school's improvement plan, focused areas of need, effective use of the reading coach and reading resource teachers. District support is provided throughout the year to support the administrators and reading coaches. This is a district practice in all schools with new principals, as well as in schools that do not show gains each year on the state FSA assessment.

- 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 Florida Kindergarten Readiness Screener is administered at the beginning of the school year, and i-Ready diagnostics are administered three times per year to identify students reading above, on, and below grade level to provide effective instruction for all students.

At the end of the 2018-19 school year, overall placement of students at risk for Tier 3 was 19%, student placement for Tier 2 intervention was 59%, and student placement in Tier 1 was 23%.

As we near the close of the first diagnostic window for the 2019-20 school year, overall placement of students at risk for Tier 3 is 35%, student placement for Tier 2 intervention is 49%, and student placement in Tier 1 is 16%.

Students in need of additional support are being identified, and small group instruction based on the specific needs in each of the domains of reading has begun. Intensive reading instruction is delivered by highly qualified reading resource teachers in small groups, for an additional thirty minutes per day, five days per week. The Research based reading materials used include Comprehensive Core Reading Program, Reading Horizons explicit, systematic, multisensory phonics instruction, Iversen Quick 60 intervention (nonfiction titles addressing science, social studies, and math topics), and Fountas and Pinnell Leveled Literacy Intervention. These are all research based, proven to accelerate progress of students exhibiting a reading deficiency. District and school administrators have identified "fidelity of implementation" as the potential reason our students may not have been making the level of progress the research shows is typical. More training is being provided, as well as more qualified resource teachers assigned to provide the interventions.

- 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.**

Screening and diagnostic assessments are administered at the beginning of the school year, and progress is measured through additional diagnostic assessments mid-year and at the end of the year. Following each diagnostic, data is analyzed and the specific needs of students are identified. Differentiation in instruction, resources, and assignments is provided during Tier 1 whole group instruction and also in small group or individual instruction, based on the needs of the students.

- 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.**

Through the MTSS process, assessment data is used to develop student success plans addressing specific areas of need, and attainable goals to accelerate reading are put into action through tiered interventions. Tier 2 interventions are provided by the classroom teacher and are monitored closely. Students who are reading a year or more below grade level are also provided tier 3 intensive interventions. These interventions include instruction that is explicit, systematic, and includes multi-sensory. The progress of these students is monitored more frequently through additional formative assessments specific to the targeted areas of need. The data is collected in our Data Warehouse and reviewed regularly to inform next steps.

- 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.**

A master schedule is created and implemented to ensure adequate minutes for the integration of social studies, science and mathematics-text reading, text discussion and writing in response to reading are included in each instructional day. The master schedule is turned in to the District for review and revision, if needed. In addition to administrative evaluations, the school administrative team walks through classrooms regularly to ensure teachers are adhering to the master schedule. A district team also regularly monitors the implementation of the master schedule. For use during an extended literacy block and during content specific instructional times in the day, the district content area coordinators and literacy specialists are working together with a focus on matching appropriate content area texts from adopted materials that align well with teaching specific ELA reading standards, including content area on-level texts, leveled texts, and audio books. Close monitoring of implementation will be ongoing.