

Escambia 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: Melissa G. Marsh **Contact**

Email: mmarsh@escambia.k12.fl.us

Contact Telephone: 850-469-5525

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.**

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	45	47	48	49	48	52	55

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	46	48	49	50	48	52	54

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	32	35	29	34	26	23
White/Hispanic	11	11	10	10	14	9	8
Economically Disadvantaged/Non-Economically Disadvantaged	27	25	27	23	25	21%	18%
Students with Disabilities/Students without Disabilities	34	32	35	29	37	26	23
English Language Learners/ Non-English Language Learners	26	24	27	22	28	20	17

* 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.

Reading allocation funds will provide professional development, materials and coaching for the additional hour provided within the school day of scientifically research based reading instruction in those schools identified as one of the 300 lowest-performing elementary schools. This will include (1) implementation of SRA Reading Mastery in grades K-2 and for students in grades 3-5 identified with significant deficiencies in decoding words and (2) use of literacy strategies with complex content area texts in a sequence to scaffold comprehension [The Comprehension Instructional Sequence (CIS)]. The CIS lesson plan includes explicit instruction in vocabulary, using Marzano's 6 Steps of Vocabulary instruction, daily fluency practice, text coding, question generation, and writing to text based on the ELA standards. Texts will be chosen to integrate with grade level social studies, math and science content. The focus of CIS is to teach students transferable skills when reading complex text and to build knowledge and reading stamina required for content area reading. The focus of SRA is to increase automaticity and provide the foundational language skills needed for development of fluency, vocabulary and comprehension. Students are assessed and placed in appropriate groupings to accelerate growth. This two pronged approach will provide students with the extra intensive instruction within the school day needed to close achievement gaps.

Funds will provide for reading intervention teachers in three elementary schools whose three year average places them among the 300 lowest performing schools and whose need is greatest determined by their percentage of reading proficiency. Their function will be to instruct small groups of students, support SRA implementation, as well as to collaborate with teachers to identify other students through data that can be served with intensive interventions to address reading deficiencies.

Instructional specialists in reading and the language arts (12 month teachers on special assignment) will coach teachers at schools identified in the lowest 300 performing elementary schools with the intent of helping teachers look at data and design instruction that will increase student achievement. These instructional specialists model, provide feedback and plan with teachers. One teacher on special assignment will be assigned to those schools with the lowest reading proficiency to assist with providing reading interventions using SRA. Two other teachers on special assignment and the K-12 district reading specialist will serve other schools with differentiated accountability status to provide professional development to faculty and staff, coach teachers designated by the building principal, work with grade level teams to plan standards-based instruction, and collaborate with the new teacher mentoring program to offer guidance on K-5 ELA instruction.

The K-12 district reading specialist and secondary and elementary instructional specialists in reading and the language arts (12 month teachers on special assignment) will provide the following services to all schools: instructional coaching, data management and analysis, grouping of students, standards-based planning, curriculum implementation, demonstration lessons, classroom walkthroughs, professional development (online, embedded, and face to face), facilitation of committees, assistance with ordering and distribution of supplemental materials, finding informational text and resources, family literacy programs, assistance with implementation of state and district initiatives, additional support for differentiated

accountability schools, and collaboration with district specialists on a professional development conference. All of these efforts are designed to increase teacher effectiveness, thereby impacting student achievement.

Reading allocation will fund a summer reading camp for all students in grade 3 who scored below a scale score of 293 on the statewide, standardized English Language Arts (ELA) assessment to give those students a boost and the extra time they may need for promotion to fourth grade. Supplemental instructional materials that are grounded in evidence-based reading research, such as SRA Reading Mastery, Corrective Reading, Read180, and Sonday Systems will be purchased to help schools provide the interventions necessary for students who are showing deficiencies in reading, including ESE and ESOL students. Resources for complex text will also be purchased to assist schools in integrated reading instruction with content area texts.

Closing the achievement gaps of White/African American students and students with and without disabilities is a district priority for 2018-19. During an 8 step problem solving meeting, professional development was deemed the greatest need. Therefore, reading allocation funds will be used to provide professional development in evidence-based reading instruction to increase teacher and provide them with the tools they need to increase student achievement. This includes substitutes, stipends, supplies, staff, and materials necessary to provide workshops, inservices, and collaboration meetings, as well as do necessary follow up. Professional development opportunities will include the following: Foundational Reading Skills, Writing Instruction, Vocabulary instruction, Unpacking Standards and Planning for Instruction, Universal Design for Learning for Literacy, Multi-sensory reading instruction, Reading Difficulties and Dyslexia, Organizing Thinking with Maps, Assessment and Data Driven Instruction, Content Area Literacy Strategies and training to satisfy Section 1012.585(3)(f), F.S.. The district reading specialist and the instructional specialists provide professional development during the summer, on planning days, at principal meetings, and also serve as instructors for Reading Endorsement. Funds will also be used to facilitate teacher professional development in professional learning communities, literacy representative workshops, and standards based curriculum committee work at both the elementary and the secondary levels.

Funds will also provide for district literacy coaches at the secondary level who will provide coaching support for teachers and deliver school-based and district literacy professional development.

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

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

The Elementary and Secondary ELA Subject Area Specialists and their team will collect data from progress monitoring assessments. Assessment data will be reviewed monthly at subject area specialist meetings and shared with Grade Level Directors quarterly. An administrator on special assignment with the Office of Continuous Improvement will facilitate collection of STAR360 data to share with school principals after every assessment window.

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.

STAR assessment data will be collected at least three times a year in grades K-8. STAR Early Literacy serves as the Florida Kindergarten Readiness Screener and will help teachers put interventions into place earlier. DRA2+ is administered to all 1st grade students and is used as a progress monitoring tool for students not meeting benchmark. SRA data is collected and reviewed to monitor student progress and ensure mastery of skills. District-created third grade portfolio tasks are administered online three times per year. District created online assessments provided to schools for grades 4 and 5 offer information regarding progress towards standards mastery. High schools will use district-made assessments to monitor student progress towards standards mastery on specific standards clusters.

In addition to the STAR assessment data, standards-aligned District-made assessments will be used to monitor student progress in middle schools. High school reading intervention courses will use the San Diego Quick Assessment, Words Their Way Spelling Inventory, and fluency assessments to monitor student reading progress once per quarter.

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

STAR assessment data will be collected and reviewed at least three times a year in grades K-8. First-grade DRA2+ levels are also reported by schools quarterly. SRA data is collected three times a year. Third-grade portfolio tasks are administered online three times per year and item analyses reports are then reviewed. Data from optional district created online assessments for grades 4 and 5 is reviewed and results or next steps are provided to schools.

Progress monitoring data aligned to the district's Secondary ELA Assessment Calendar will be reviewed quarterly. Progress monitoring data from reading intervention courses will be reviewed every quarter.

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

School based administrators review their progress monitoring data and are responsible for seeing that students in need of intervention receive the appropriate instruction. The elementary and secondary English Language Arts specialists and their team make recommendations to assist schools in providing the targeted intervention via decision trees, in meetings with administration, in school based data meetings, and through professional development.

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?

School based administrators review their progress monitoring data and are responsible for seeing that students in need of intervention receive the appropriate instruction. The elementary and secondary English Language Arts specialists and their team make recommendations to assist schools in providing the targeted intervention via decision trees, in meetings with administration, in school based data meetings, and through professional development.

The Coordinator of Student Services is the district coordinator for RTI. She communicates with the grade-level directors to make sure that schools are properly identifying students and implementing the RTI process. An educational resource specialist facilitates the use of Early Warning Systems (EWS). The EWS flags students in need of intervention in the district data management system. The ELA Specialists collaborate with the Department of Student Services to communicate ways in which schools can implement a multi-tiered system of supports (MTSS) and response to intervention (RtI) strategies.

District Graduation Coaches act as consultants to district personnel as well as school administration and counselors in developing reports to better assist them in their day to day operations, including data accuracy and follow-up, as well as identifying at-risk students, analyzing the data and providing suggestions to increase the likelihood of on time graduation.

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

A walkthrough tool adapted from the Instructional Practice Guidance Coaching tool will be used to collect evidence to identify: 1) the use of grade level complex and meaningful text, 2) questioning that requires students to cite evidence, infer, analyze, and integrate knowledge between texts or parts of text, 3) evidence of extended writing in response to reading, 4) attention to academic vocabulary. Assessment data from STAR360, including a standards mastery report, and data from district assessments will be collected and reviewed by school level professional learning communities to determine if students are meeting intended targets and if not, what instructional practices need to be realigned. The Professional Learning Department will collect teacher evaluation effectiveness ratings in Charlotte Danielson Domain 1 (planning) and Domain 3 (instruction) to determine gaps in alignment of instruction.

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

Assessment data analyses will occur after quarterly assessments. Classroom walkthrough data will be reviewed in the first semester with follow-up as needed with school leadership teams. Teacher evaluation effectiveness ratings will be reviewed at the beginning of the second semester.

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?

The English Language Arts specialists collaborate with the Science and Social Studies specialists to assure the inclusion of content area text in the elementary reading block and in secondary English Language Arts classrooms. The Coordinator of Media Services ensures that innovation centers across the district provide access to print and online informational texts.

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?

English Language Arts Specialists serve on the textbook adoption committee for Social Studies and Science. Links to online texts appear in pacing guides in an effort to assist teachers in finding texts appropriate for instruction in the science and social studies standards. The English Language Arts team encourages teachers to use an array of informational text such as biographies, primary source documents, editorials, and news articles to develop lessons. Teachers are encouraged to utilize digital sources such as Newsela.com, the National Archives, commonlit.org, and Science News for Students to obtain diverse informational text for instruction. Links to these digital resources are provided on the English Language Arts website, curriculum frameworks, Google classroom, and the district learning management system CORE-LMS. Secondary teachers on special assignment and literacy coaches assist teachers in planning close reading with primary sources. Teachers and media specialists collaborate to identify and select books that extend reading content area concepts and skills for classroom libraries and for project-based learning. Media specialists use multiple collection development procedures to provide a current, diverse, and quality collection of nonfiction materials. District and professional selection guidelines are followed to help select quality innovation center materials that are engaging, high-interest, and relevant.

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?

Subject area specialists work in concert with FDLRS and the ESE department to provide inservice to principals, literacy coaches, and teachers regarding Universal Design for Learning and strategies for implementation. FDLRS and the English Language Arts department partner to provide a workshop entitled Universal Design for Learning for Literacy.

In addition, the Escambia County School District embraces Universal Design for Learning as an integral component of its initiative Vision 2020. The digital portion of Vision 2020 includes one to one device to student ratios, Google Chrome and its many apps and extensions, and blended learning, providing multiple means of representation, expression, and engagement, as well as adaptive technologies. The

pedagogical component of Vision 2020 emphasizes that with or without technology, students should have choice and should be able to express their voice in multiple ways, following individualized pathways based on the standards. The District has implemented ITS Learning as a Learning Management System for students and teachers to use in order to facilitate choice and voice in teaching and learning.

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 walkthrough forms include these components in order to collect data to monitor instructional design and delivery of UDL principles. UDL principles will be incorporated in lesson planning templates. Workshops provided by the ELA Department include modeling of UDL and multi-sensory reading instruction. FDLRS workshops require follow-up documentation in regards to implementation, professional learning community minutes or collaborative lesson plan documents will demonstrate that classroom instruction is accessible to the full range of learners using UDL principles.

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

Data will be collected via classroom walkthrough forms in the first semester of the school year, with follow-up as needed. FDLRS will collect follow-up documentation after the fall training and share with the English Language Arts team.

8. As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.

See Appendix A.

Research-Based Reading Instruction Allocation

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;

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

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

Professional Development

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

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

The district's English Language Arts Specialists and the Director of Professional Learning work together to ensure that every professional development activity is appropriately entered into the district master inservice plan.

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

\$283,519

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

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

The English Language Arts Specialists are responsible for ensuring the training is entered into the master inservice plan. They also make sure that all stakeholders receive the appropriate training.

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

Yes, the training will be funded through the Research-Based Reading Allocation. In addition, a partnership with FDLRS will support the implementation.

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.**

Reading/ELA instructional specialists/literacy coaches have a minimum of five years of successful experience as classroom teachers. Coaches must exhibit knowledge of scientifically based reading research, have special expertise in quality reading instruction and infusing reading strategies into content area instruction. They must have data management skills. They must have a strong knowledge base in working with adult learners. Coaches must be excellent communicators with outstanding presentation, interpersonal, and time management skills. The coach must have a minimum of a bachelor's degree and advanced coursework or professional development in reading is required. Instructional specialists and literacy coaches must be endorsed or K-12 certified in the area of reading, or working to that end.

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

Schools (K-12) who receive a grade of D or F from the FLDOE will receive priority for the services of one of seven district itinerant literacy coaches and teachers on special assignment to work with their teachers. Their role will be to coach those teachers whose FSA data or STAR AP1 data reflect that less than 41% of their students are proficient in the area of ELA. The goal is to collaborate with teachers to design instruction and provide interventions early in the school year. Literacy coaches and ELA Teachers on Special Assignment will be assigned to no more than four schools. They will spend up to six hours per day per school. Schools earning a grade of C, but that previously earned a D or F will be served based on need. The cycle will begin with a conversation with administration and the identified teacher regarding the data and one area of lesson design where they would like to see improvement, based on the Student Achievement Partners Instructional Practice Guide (IPG). Based on the conversation one of the following next steps will be decided: 1) attend appropriate professional development 2) coach demonstration of practice 3) co-teach for a series of days. Following this, the coach will offer feedback and the administration will visit the classroom to see if teaching practice has improved. The result will indicate further professional development and coaching in the same area of need, or beginning the cycle with a new area of need. District teachers on special assignment will also coach, provide feedback and provide professional development in the use of intervention programs such as SRA and Read180. The schools identified for this focus include: Montclair Elementary, C.A. Weis Elementary, Global Learning Academy, Ensley Elementary, O.J. Semmes Elementary, Holm Elementary, Navy Point Elementary, Warrington Elementary, Workman Middle, Ferry Pass Middle, and Bellview Middle. These schools are deemed to have the greatest need based on FSA proficiency and pre-k readiness rates. The Instructional Practice Guide (IPG) will form the basis of classroom walk-throughs and will inform the professional development needs of the school. District teachers on special assignment will provide on-site professional development to schools based on observational data of teaching practices.

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.

The English Language Arts Florida Standards Assessment proficiency rates and the school grading system from the previous year drive the selection of schools who receive literacy coaching. To target the coaching further in order to improve the achievement of the students most in need, class proficiency rates will determine which teachers work directly with literacy coaches.

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

- a. Elementary:3
- b. Middle:2
- c. High:2

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

Literacy coaches and instructional specialists (teachers on special assignment) are evaluated based on the Charlotte Danielson Instructional Specialist rubric which includes evidence of knowledge of resources and pedagogy, collaboration, leadership, impact on school improvement, and creating a culture of trust and respect. The average of three years' worth of district student performance data counts for 33% of their evaluation.

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

The total amount for instructional specialists/literacy coaches is \$523,367.

Support 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?

Oakcrest Elementary, C.A. Weis Elementary, Warrington Elementary, Global Elementary

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.

The following schools were identified to have the greatest need based on the following student proficiency data: Oakcrest Elementary 23%, Warrington Elementary 24%, C.A. Weis Elementary 14%,

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

- a. Elementary: 3
- b. Middle: [Click here to enter text.](#)
- c. High: [Click here to enter text.](#)

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

195,000

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.:**

SRA Reading Mastery and Corrective Reading, Sonday System, Read180, EDGE, USA Test Prep, DRA2+ Assessments

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

\$135,558

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.**

Supplemental Academic Instruction funds were also used to provide SRA materials for schools historically on the Low 300 list.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Melissa G. Marsh
2. **Email Address:**mmarsh@escambia.k12.fl.us
3. **Phone Number:**850-469-5525
4. **Please list the schools which will host a SRC:**

Jim Allen Elementary, Bellview Elementary, Oakcrest Elementary, Cordova Park Elementary, Myrtle Grove Elementary, Pine Meadow Elementary, Lakeview Center

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

- a. **Start Date:**June 4, 2018
- b. **Which days of the week is SRC offered:**M, T, W, TH
- c. **Number of instructional hours per day in reading:**5.5
- d. **End Date:**June 28,2018
- 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.?**

All teachers selected to teach summer reading camp have highly effective ratings in the district approved evaluation system.

7. What is the anticipated teacher/student ratio?

14:1

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

No other grades will be served.

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

Students will take STAR Reading at the end of the camp and growth will be measured based on the end of the year STAR Reading scale score.

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	39,978
District expenditures on reading coaches	523,367
District expenditures on intervention teachers	195,000
District expenditures on supplemental materials or interventions	135,558
District expenditures on professional development	283,519
District expenditures on summer reading camps	250,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	320,410
Flexible Categorical Spending	
Sum of Expenditures	1,747,832
Amount of district research-based reading instruction allocation for 2018-2019	1,747,832

APPENDIX A

ECSD ELA/Reading K-12 Plan 8 Step Problem Solving Process Meeting

April 20, 2018 10 a.m.-12 p.m.

In attendance:

Steve Marcanio, Assistant Superintendent of Curriculum and Instruction

Lesa Morgan, Director of High School Education

Vicki Gibowski, Director of Middle School Education

Denny Wilson, Director of Continuous Improvement and ESOL

Patti Thomas, Director of Elementary Education

Teri Szafran, Director of Exceptional Student Education

Brian Alaback, Director of Professional Learning

Connie Farish, Principal, O.J. Semmes Elementary

Amy Gordon, Asst. Principal, Washington High School

Virkeisha Palmer, Asst. Principal, Ernest Ward Middle School

Lisa Marsh, Reading Specialist

- I. Review the notes from the previous meeting—goals
 - a. Set goal by 3% increase per year toward the state proficiency goal of 58% and to be in alignment with district strategic goals.
 - b. Achievement gaps between white and African Americans and students with and without disabilities show the greatest area for improvement—by focusing on both of these gaps, we increase achievement for all.
 - c. We want an Rti intervention focus for all levels that addresses the needs of all learners—including foundational reading interventions and successful unlocking of complex text.
- II. Input for the K-12 plan regarding the following:
 - a. The K-12 plan, the SP&P, the ELL Plan, and School Improvement plans should align in order to close the achievement gaps. By focusing on UDL in Tier I instruction, identifying gaps, and aligning standards based instruction we help all students.
 - b. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

Include the administrator on special assignment with the Office of Continuous Improvement as a facilitator to schools in reviewing STAR data.
 - c. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

Include Holly Busse's position as the Early Warning Systems educational specialist as assurance that students are identified for appropriate interventions.
 - d. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

In addition to walk-throughs perhaps we can pull ratings in domains 1 and 3 to see which teachers are ineffective and would benefit for specific standards or practice professional development.

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

Walkthrough data, Professional Learning Communities review classroom assessment data for alignment to curriculum frameworks. Add the administrator on special assignment with the Office of Continuous Improvement will facilitate the review of data.

III. Plan of Action to Meet District Objectives:

- a. We need a campaign to let people know about the measurable goals.
- b. Overall plan to renew back to Danielson to impact teaching and student
- c. Teacher evaluation has a direct impact on pay.
- d. Part of the plan is on the evaluators and how to write a PDP.
- e. Create models and samples for Professional Development Plans regarding reading—

IV. Reading Allocation Funding—what do schools need?

- a. Professional Development in how to teach reading
- b. Assessments to drive instruction and provide interventions (STAR 360 gr 9-10?)
- c. Reading intervention program for secondary

V. Tasks:

Increasing Proficiency rates of African Americans and Students with Disabilities—
Lisa Marsh will bring ELA data on subgroups by next meeting date

Domain focus on 1 and 3—Brian Alaback will investigate how to pull the data

Goal Campaign Action Plan—Teri Szafran

PD Action Plan—how to offer additional PD—Vicki Gibowski

Curriculum & Assessment Action Plan—Lesia Morgan and Lisa Marsh-STAR 360 and Intervention Reading Program Review

8 STEPS MEETING

HALL CENTER, ROOM 130

School Year 2017-2018

April 20, 2018 – 10:00 AM to 12:00 PM

[illegible]

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;

Decisions regarding intervention should be based on more than one data source. STAR Early Literacy or STAR Reading will serve as the screening instrument. The second source provided, as well as teacher observation will serve as other data points. Use the “If a student” column to determine where in the benchmarks the student’s results lie, and the “Then” column for next steps, including parent notification. Further assessment to determine root causes may be required in order to provide targeted intervention. The Programs/Materials/Strategies column offers recommendations for intervention. (Revised 05/24/2018)

Grade KINDERGARTEN- ASSESSMENT		
<p>Administer FLKRS for the FLDOE and also Screen with FALL STAR Early Literacy in the first 30 instructional days. Progress monitor with STAR Early Literacy fall, winter and spring. Students “on watch” receive enhanced Tier I instruction in small group, and “intervention” students should receive targeted Tier 2 intervention support. Students requiring urgent intervention are not progressing adequately and are considered to have a substantial reading deficiency. Please see strategies for intervening in column 3, ‘Programs/Materials/Strategies’ section.</p> <p>-AND-</p> <p>Screen with Wonders Letter Naming Fluency. Progress monitor with Wonders Letter Naming Fluency AND Phonological Awareness and Phonemic Awareness Subtests fall, winter and spring. (Wonders Placement and Diagnostic Assessment book)</p> <p>Send home-to-school letter to notify parents of progress.</p>		
If a K student	Then	Programs/Materials/Strategies
<p><i>benchmark (on watch)</i> (55th percentile to 41st percentile)</p> <p>STAR Scale Scores:</p> <ul style="list-style-type: none"> ➤ Fall 497-529 ➤ Winter 569-607 ➤ Spring 645-684 <p>-PLUS-</p> <p>scores below benchmark on the Letter Naming Fluency diagnostic (Wonders Placement and Diagnostic Assessment)</p> <p><u>Wonders letter naming fluency:</u></p>	<div>For at or above benchmark students, reinforce or enrich whole group instruction in small group.</div> <p>Send home-to-school letter with report card each 9 weeks to notify parents of student progress on sight word knowledge, alphabetic knowledge, and application of reading and inform them that: “Lack of progress in these skills as well as other kindergarten standards could result in retention. If an item below is circled, your child will benefit from further practice on that item.”</p> <p>For on watch students:</p>	<p>For on watch level (enhanced instruction) students: <u>Differentiate Small Group reading instruction using multisensory strategies in the following areas:</u></p> <p>Phonemic Awareness/Phonics Resources: Wonders phonemic awareness routines (rhyming, blending & segmenting), Wonders Phonics routines (blending, building words, reading decodables), Phonemic Awareness book by Mary R. Eisele, Elkonin boxes, FCRR student center activities, Phonemic Awareness book by (Creative Teaching Press), Words Their Way, Tynen Small Group Instruction (26 Lessons, Emergent, and/or Beginner reader), Wonders Tier 2 Phonemic Awareness, Wonders Tier 2 Phonics/Word Study</p> <p>Fluency Resources: FCRR student center activities, high frequency word fluency, Wonders Tier 2 Fluency</p>

<ul style="list-style-type: none"> ➤ Fall: 10 or more correct letters/minute ➤ Winter: 30 or more correct letters/minute ➤ Spring: 40 or more correct letters/minute 	<p>Teachers will continue to provide Tier 1 instruction and continue with enhanced instruction in small group that follows a developmental reading continuum including instruction with phonemic awareness, phonics, vocabulary, and text dependent questions at the word, sentence, and/or connected text level.</p>	<p>Vocabulary Resources: FCRR student center activities, oral and category word cards available on ConnectEd, Wonders Tier 2 Vocabulary, Marzano's 6 Steps Vocabulary Instruction</p> <p>Comprehension Resources: FCRR student center activities, Wonders Tier 2 Comprehension, Jennifer Serravallo Reading Strategies, Thinking Maps, Reading Rockets.org, explicitly teach a combination of comprehension strategies/skills (ask and answer questions, visualize, reread, make/ confirm/ revise predictions, activate background knowledge, make inferences, summarize, retelling/ sequencing, etc.) and after gradually releasing responsibility, evaluate student ability to perform the strategy independently.</p>
If a K student	Then	Programs/Materials/Strategies
<p>scores at STAR Early Literacy <i>intervention</i> (40th percentile to 21st percentile)</p> <p>STAR Scale Scores:</p> <ul style="list-style-type: none"> ➤ Fall 438-496 ➤ Winter 501-568 ➤ Spring 575-644 <p>-AND/OR- after progress monitoring with STAR Early Literacy Tests (AP2 and/or AP3) scores 60-79% correct on any subtest of the Wonders Placement and Diagnostic Assessments for Phonological Awareness and Phonemic Awareness Subtests -AND-</p>	<p>For intervention level students: Data here shows that students are not progressing adequately. Teachers will provide Tier 1 and Tier 2 instruction by reviewing phonemic awareness/phonics performance and in addition to whole group instruction, target specific deficit skills as indicated by assessments with strategic instruction in small group daily during the 90+ min reading block.</p> <p><i>*See STAR Early Literacy Instructional Planning- Student Report to identify specific student needs.</i></p> <p>Send home-to-school letter with report card each 9 weeks. Highly recommend parent conference. Pursue MTSS process.</p>	<p>For intervention level (Tier 2) students:</p> <p><u>Differentiate Small Group reading instruction using multisensory strategies</u> with these students to include any of the above, but with increase of the following:</p> <ul style="list-style-type: none"> ➤ explicit strategy instruction ➤ review and prompting ➤ appropriate pacing of the lesson with wait time ➤ adequate time to practice ➤ more frequent positive corrective feedback <p>The following Programs/ Materials/ Strategies may also be used:</p> <ul style="list-style-type: none"> ➤ Wonders T.E. Orange Band Approaching Level Differentiated Instruction ➤ SRA Reading Mastery ➤ SRA Language for Learning ➤ Research based strategies, consult Intervention Central's Response to Intervention Resources

<p>below benchmark on the Wonders Letter Naming Fluency diagnostic (see above)</p>		
If a K student	Then	Programs/Materials/Strategies
<p>scores at STAR Early Literacy <i>urgent intervention</i> level (below 20th percentile). Students at this level are not progressing adequately and are considered to have a substantial reading deficiency. STAR Scale Score:</p> <ul style="list-style-type: none"> ➤ Fall 437 and below ➤ Winter 500 and below ➤ Spring 574 and below <p>-AND- after progress monitoring with STAR Early Literacy Tests (AP2 and/or AP3) scores below 60% benchmark on Phonological Awareness and Phonemic Awareness Subtests and below benchmark on Wonders Letter Naming Fluency diagnostic (see benchmarks above)</p>	<p>For <i>urgent intervention</i> level students: Data here shows that students are not progressing adequately and have a <u>substantial reading deficiency</u>. Teachers will provide Tier 1, Tier 2 and Tier 3 instruction. Students in this range should receive additional minutes of daily explicit immediate intensive intervention (iii) instruction, in addition to or as an extension of the 90+ min reading block targeted to student’s instructional deficits.</p> <p><i>*See STAR Early Literacy Instructional Planning- Student Report to identify specific student needs.</i></p> <p>Send home-to-school letter with report card each 9 weeks. Highly recommend parent conference. Pursue MTSS process.</p>	<p>For <i>urgent intervention</i> level (Tier 3) students: <u>Differentiate Small Group reading instruction using multi-sensory strategies</u> with these students may include any of the above, but with increase of the following:</p> <ul style="list-style-type: none"> ➤ increased time ➤ increased intensity ➤ smaller group size ➤ more frequent progress monitoring

GRADE 1 - ASSESSMENT

Screen with STAR Early Literacy, beginning of the year (AP1); **Progress monitor** with STAR Early Literacy Fall, Winter and Spring. Students “on watch” receive enhanced Tier I instruction in small group, and “intervention” students should receive targeted Tier 2 intervention support. Students requiring **urgent intervention** are not progressing adequately and are considered to have a **substantial reading deficiency**. Please see strategies for intervening in column 3, ‘Programs/Materials/Strategies’ section.

-AND-

Screen all students with DRA2+ as part of district’s first grade promotion criteria the first nine weeks. **Progress monitor** students who are below benchmark, 2nd, 3rd and 4th nine weeks. (refer to the First Grade Promotion Flowcharts)

Send home parent letter to notify progress.

"If your child does not demonstrate reading proficiency based on the criteria above, he/she may be retained in first grade. Retention in first grade is a valuable decision for students who need more time and intervention to reach grade level standards."

If a 1ST GRADE student	Then	Programs/Materials/Strategies
<p>Is <i>below</i> STAR Early Literacy <i>benchmark (on watch)</i> (55th percentile to 41st percentile)</p> <p>STAR Scale Scores:</p> <ul style="list-style-type: none"> ➤ Fall 650-607 ➤ Winter 719-679 ➤ Spring 775-743 <p>-AND/OR-</p> <p>DRA2+ Assessment:</p> <ul style="list-style-type: none"> ➤ End of 1st nine weeks: below Level 4 ➤ End of 2nd nine weeks: below Level 8 ➤ End of 3rd nine weeks: below Level 12 ➤ End of 4th nine weeks: below Level 14 <p>(Administer Wonders Task to students below benchmark. Use DRA2+ Focus for Instruction pages to design intensive interventions as indicated.)</p>	<div data-bbox="684 656 1287 797" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>For at or above benchmark students, reinforce or enrich whole group instruction in small group.</p> </div> <p>For on watch students:</p> <p>Teachers will continue to provide Tier 1 instruction and continue with enhanced instruction in small group that follows a developmental reading continuum including instruction with phonemic awareness, phonics, vocabulary, and text dependent questions at the word, sentence, and/or connected text level.</p> <p>Send home the parent letter with student DRA 2+ results and the following notification:</p> <p>"If your child does not demonstrate reading proficiency based on the criteria above, he/she may be retained in first</p>	<p>For on watch (enhanced instruction) students:</p> <p><u>Differentiate Small Group reading instruction using multisensory strategies in the following areas:</u></p> <p>Phonemic Awareness/Phonics Resources: Wonders phonemic awareness routines (rhyming, blending & segmenting), Wonders Phonics routines (blending, building words, reading decodables), Phonemic Awareness book by Mary R. Eisele, Elkonin boxes, FCRR student center activities, Phonemic Awareness book by (Creative Teaching Press), Words Their Way., Tyner Small Group Instruction (Beginner reader, Fledgling), Wonders Tier 2 Phonemic Awareness, Wonders Tier 2 Phonics/Word Study</p> <p>Fluency Resources: FCRR student center activities, Wonders fluency routines, high frequency word/word phrase fluency, Wonders Tier 2 Fluency, Phrase Cued Text, Timed Repeated Reading</p>

	<p>grade. Retention in first grade is a valuable decision for students who need more time and intervention to reach grade level standards."</p> <p>Highly recommend parent conference. Pursue MTSS process.</p>	<p>Vocabulary Resources: FCRR student center activities, Wonders Tier 2 Vocabulary, Marzano's 6 Steps Vocabulary Instruction</p> <p>Comprehension Resources: FCRR student center activities, Wonders Tier 2 Comprehension, Jennifer Serravallo Reading Strategies, Reading Rockets.org, graphic organizers, Thinking Maps, explicitly teach a combination of comprehension strategies/skills (ask and answer questions, visualize, reread, make/ confirm/ revise predictions, activate background knowledge, make inferences, summarize, retelling/ sequencing, etc.) and after gradually releasing responsibility, evaluate student ability to perform the strategy independently.</p>
If a 1ST GRADE student	Then	Programs/Materials/Strategies
<p><i>intervention level</i> (40th percentile to 26th percentile)</p> <p>STAR Scale Scores:</p> <ul style="list-style-type: none"> ➤ Fall 606-559 ➤ Winter 678-629 ➤ Spring 742-697 <p>-AND/OR-</p> <p>DRA2+ Assessment:</p> <ul style="list-style-type: none"> ➤ End of 1st nine weeks: below Level 4 ➤ End of 2nd nine weeks: below Level 8 ➤ End of 3rd nine weeks: below Level 12 ➤ End of 4th nine weeks: below Level 14 <p>(Administer Wonders Task to students below benchmark. Use DRA2+ Focus for Instruction</p>	<p>For <i>intervention</i> level students: Data here shows that students are not progressing adequately. Teachers will provide Tier 1 and Tier 2 instruction by reviewing phonemic awareness/ phonics performance and in addition to whole group instruction, target specific deficit skills as indicated by assessments with strategic instruction in small group daily during the 90+ min reading block.</p> <p><i>*See STAR Early Literacy Instructional Planning- Student Report to identify specific student needs.</i></p>	<p>For <i>intervention</i> level (Tier 2) students: <u>Differentiate Small Group reading instruction using multi-sensory strategies</u> with these students to include any of the above, but with increase of the following:</p> <ul style="list-style-type: none"> ➤ explicit strategy instruction ➤ review and prompting ➤ appropriate pacing of the lesson with wait time ➤ adequate time to practice ➤ more frequent positive corrective feedback <p>The following Programs/ Materials/ Strategies may also be used:</p> <ul style="list-style-type: none"> ➤ Wonders T.E. Orange Band Approaching Level Differentiated Instruction

pages to design intensive interventions as indicated.)	<p>Send home the parent letter with student DRA 2+ results and the following notification:</p> <p>"If your child does not demonstrate reading proficiency based on the criteria above, he/she may be retained in first grade. Retention in first grade is a valuable decision for students who need more time and intervention to reach grade level standards."</p> <p>Highly recommend parent conference. Pursue MTSS process.</p>	<ul style="list-style-type: none"> ➤ Wonders WonderWorks Intervention ➤ SRA Reading Mastery ➤ Intervention Central's Response to Intervention Resources
If a 1ST GRADE student	Then	Programs/Materials/Strategies
<p>scores at STAR Early Literacy urgent intervention level (below 20th percentile) OR STAR Reading (below 25th percentile). Students at this level are not progressing adequately and are considered to have a substantial reading deficiency.</p> <p>-AND-</p> <p><u>STAR Scale Scores:</u></p> <ul style="list-style-type: none"> ➤ Fall 558 and below ➤ Winter 628 and below ➤ Spring 696 and below <p>-AND/OR-</p> <p><u>DRA2+ Assessment:</u></p> <ul style="list-style-type: none"> ➤ End of 1st nine weeks: below Level 4 ➤ End of 2nd nine weeks: below Level 8 ➤ End of 3rd nine weeks: below Level 12 ➤ End of 4th nine weeks: below Level 14 	<p>For urgent intervention level students: Data here shows that students are not progressing adequately and have a substantial reading deficiency. Teachers will provide Tier 1, Tier 2 and Tier 3 instruction. Students in this range should receive additional minutes of daily explicit immediate intensive intervention (iii) instruction, in addition to or as an extension of the 90+ min reading block targeted to student's instructional deficits.</p> <p>*See STAR Early Literacy Instructional Planning- Student Report to identify specific student needs.</p> <p>Send home the parent letter with student DRA 2+ results and the following notification:</p> <p>"If your child does not demonstrate reading proficiency based on the criteria</p>	<p>For urgent intervention level (Tier 3) students: <u>Differentiate Small Group reading instruction using multi-sensory strategies</u> with these students may include any of the above, but with increase of the following:</p> <ul style="list-style-type: none"> ➤ increased time ➤ increased intensity ➤ smaller group size ➤ more frequent progress monitoring

(Administer Wonders Task to students below benchmark. Use DRA2+ Focus for Instruction pages to design intensive interventions as indicated.)	<p>above, he/she may be retained in first grade. Retention in first grade is a valuable decision for students who need more time and intervention to reach grade level standards."</p> <p>Highly recommend parent conference. Pursue MTSS process.</p>	
If a RETAINED 1ST GRADE student	Then	Programs/Materials/Strategies
Assessed as above. More frequent monitoring of classroom grades, and ORF	<p>Retained 1st graders will benefit from any of the following strategies: Increased exposure to science and social studies texts; increased time in small group, a grade 1-2 transition classroom, classroom with lower teacher to student ratio, and/or placement with a highly effective teacher.</p> <p>The MTSS problem solving process is required for all retained 1st graders.</p>	Along with his or her peers, retained 1 st graders will receive a minimum of 90 minutes daily of uninterrupted scientifically research-based reading instruction with an intense focus on word study and fluency development .

GRADE 2 - ASSESSMENT

Screen with STAR Reading at the beginning of the year (AP1); **Progress monitor** with STAR Reading Fall, Winter and Spring. Students “on watch” receive enhanced Tier I instruction in small group, and “intervention” students should receive targeted Tier 2 intervention support. Students requiring **urgent intervention** are not progressing adequately and are considered to have a **substantial reading deficiency**. Please see strategies for intervening in column 3, ‘Programs/Materials/Strategies’ section.

-AND-

Progressing Monitor with DRA 2+ for those not meeting benchmark of STAR Reading 40th percentile and below.

Send home parent letter with notification: “If your child does not demonstrate reading proficiency based on the criteria above, he/she may be retained in second grade.”

If a 2ND GRADE student	Then	Programs/Materials/Strategies
Is <i>below</i> STAR benchmark (on watch) (50 th percentile to 41 st percentile)	<div>For at or above benchmark students, reinforce or enrich whole group instruction in small group.</div> <p>For on watch students: Teachers will continue to provide Tier 1 instruction and continue with enhanced instruction that follows a developmental reading continuum including instruction with phonics, fluency, vocabulary, and text dependent questions at the word, sentence, and/or connected text level.</p> <p>Highly recommend parent conference. Pursue MTSS process as needed.</p>	<p>For on watch (enhanced instruction) students: <u>Differentiate Small Group reading instruction using multisensory strategies in the following areas:</u></p> <p>Phonics Resources: Elkonin boxes, FCRR student center activities, Words Their Way, Tyner Small Group Instruction (Transition and Independent stages), Wonders Tier 2 Phonics/Word Study, Wonders Phonics routines (blending, building words, reading decodables), Word Study (multisyllabic routines)</p> <p>Fluency Resources: FCRR student center activities, Wonders fluency routines, high frequency word/word phrase fluency, Wonders Tier 2 Fluency, Phrase Cued Text, Timed Repeated Reading</p> <p>Vocabulary Resources: FCRR student center activities, Wonders Tier 2 Vocabulary, Marzano’s 6 Steps Vocabulary Instruction</p> <p>Comprehension Resources: FCRR student center activities, Reciprocal Teaching, CIS, Text coding, graphic organizers, Thinking Maps, Wonders Tier 2 Comprehension, Jennifer Serravallo Reading Strategies, Wonders Leveled Reader Lesson Cards, Reading Rockets.org, explicitly teach a</p>

		combination of comprehension strategies /skills (ask and answer questions, visualize, reread, make/ confirm/ revise predictions, activate background knowledge, make inferences, summarize, retelling/ sequencing, etc.) and after gradually releasing responsibility, evaluate student ability to perform the strategy independently.
If a 2ND GRADE student	Then	Programs/Materials/Strategies
<p>scores at STAR <i>intervention</i> level (40th percentile to 26th percentile)</p> <p><u>Administer DRA2+ Assessment:</u></p> <ul style="list-style-type: none"> ➤ End of 1st nine weeks: below Level 18 ➤ End of 2nd nine weeks: below Level 20 ➤ End of 3rd nine weeks: below Level 24 ➤ End of 4th nine weeks: below Level 28 <p>Use DRA2+ Focus for Instruction pages to design intensive interventions as indicated.</p>	<p>For <i>intervention</i> level students: Data here shows that students are not progressing adequately. Teachers will provide Tier 1 and Tier 2 instruction. In addition to whole group instruction, target specific deficit skills as indicated by assessments with strategic instruction in small group daily during the 90+ min reading block.</p> <p><i>*See STAR Reading Instructional Planning-Student Report to identify specific student needs.</i></p> <p>Send home parent letter. Highly recommend parent conference. Pursue MTSS process.</p>	<p>For <i>intervention</i> level (Tier 2) students: <u>Differentiate Small Group reading instruction using multi-sensory strategies</u> with these students to include any of the above, but with increase of the following:</p> <ul style="list-style-type: none"> ➤ explicit strategy instruction ➤ review and prompting ➤ appropriate pacing of the lesson with wait time ➤ adequate time to practice ➤ more frequent positive corrective feedback <p>The following Programs/ Materials/ Strategies may also be used:</p> <ul style="list-style-type: none"> ➤ Wonders T.E. Orange Band Approaching Level Differentiated Instruction ➤ Wonders WonderWorks Intervention ➤ SRA Reading Mastery ➤ Precision Teaching for Fluency ➤ Intervention Central's Response to Intervention Resources
If a 2ND GRADE student	Then	Programs/Materials/Strategies
<p>scores at STAR <i>urgent intervention</i> level (25th percentile and below). Students at this level are not progressing adequately and are considered to have a</p>	<p>For <i>urgent intervention</i> level students: Data here shows that students are not progressing adequately and have a <u>substantial reading deficiency</u>. Teachers will provide Tier 1, Tier 2 and Tier 3 instruction. Students in this range should receive additional minutes of daily</p>	<p>For <i>urgent intervention</i> level (Tier 3) students: <u>Differentiate Small Group reading instruction using multi-sensory strategies</u> with these students may include any of the above, but with increase of the following:</p> <ul style="list-style-type: none"> ➤ increased time ➤ increased intensity

substantial reading deficiency.

Administer DRA2+ Assessment:

- End of 1st nine weeks: below Level 18
- End of 2nd nine weeks: below Level 20
- End of 3rd nine weeks: below Level 24
- End of 4th nine weeks: below Level 28

Use DRA2+ Focus for Instruction pages to design intensive interventions as indicated.

explicit immediate intensive intervention (iii) instruction, in addition to or as an extension of the 90+ min reading block targeted to student's instructional deficits.

***See STAR Reading Instructional Planning-Student Report to identify specific student needs.**

Send home parent letter. Highly recommend parent conference. Pursue MTSS process.

- **smaller group size**
- **more frequent progress monitoring**

GRADE 3 - ASSESSMENT

Screen with STAR Reading at the beginning of the year (AP1); Progress **monitor** with STAR Reading Fall, Winter and Spring. Students “on watch” receive enhanced Tier I instruction in small group, and “intervention” students should receive targeted Tier 2 intervention support. Students requiring **urgent intervention** are not progressing adequately and are considered to have a **substantial reading deficiency**. Please see strategies for intervening in column 3, ‘Programs/Materials/Strategies’ section.

Progress monitor standards mastery with district provided standards based portfolio assessment.

If a 3RD GRADE student	Then	Programs/Materials/Strategies
<p>Is <i>below</i> STAR benchmark (on watch) (50th percentile to 41st percentile)</p> <p>-AND/OR-</p> <p>achieves less than 30% (Round 1-Nov) or 55% (Round 2-Feb) accuracy on district provided standards based portfolio assessment.</p>	<div data-bbox="499 505 1115 646" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>For at or above benchmark students, reinforce or enrich whole group instruction in small group.</p> </div> <p>For on watch students: Teachers will continue to provide Tier 1 instruction and continue with enhanced instruction that follows a developmental reading continuum including instruction with phonics, fluency, vocabulary, and text dependent questions at the word, sentence, and/or connected text level.</p> <p>Notify parent of progress and interventions. Highly recommend parent conference. Pursue MTSS process as needed.</p>	<p>For on watch (enhanced instruction) students: <u>Differentiate Small Group reading instruction using multisensory strategies in the following areas:</u></p> <p>Phonics Resources: FCRR student center activities, Words Their Way, Tyner Small Group Instruction (Intervention and Evolving stages), Wonders Tier 2 Phonics/Word Study, Word Study (multisyllabic routines)</p> <p>Fluency Resources: FCRR student center activities, Wonders Tier 2 Fluency, Wonders fluency routines, Phrase Cued Text, Timed Repeated Reading</p> <p>Vocabulary Resources: FCRR student center activities, Wonders Tier 2 Vocabulary, Marzano’s 6 Steps Vocabulary Instruction, Explicit instruction of word parts (roots, prefixes, suffixes)</p> <p>Comprehension Resources: FCRR student center activities, Reciprocal Teaching, CIS, Text coding, graphic organizers, Thinking Maps, Text dependent questions, THIEVES, DRTA, Wonders Tier 2 Comprehension, Jennifer Serravallo Reading Strategies, Wonders Leveled Reader Lesson Cards, Reading Rockets.org, explicitly teach a combination of comprehension strategies/skills (ask and answer questions, visualize, reread, make/ confirm/ revise predictions, activate background knowledge, make inferences, summarize, retelling/ sequencing,</p>

		etc.) and after gradually releasing responsibility, evaluate student ability to perform the strategy independently.
If a 3RD GRADE student	Then	Programs/Materials/Strategies
<p>scores at STAR <i>intervention</i> level (40th percentile to 26th percentile)</p> <p>-AND/OR-</p> <p>achieves less than 30% (Round 1-Nov) or 55% (Round 2-Feb) accuracy on district provided standards based portfolio assessment.</p>	<p>For <i>intervention</i> level students: Data here shows that students are not progressing adequately. Teachers will provide Tier 1 and Tier 2 instruction. In addition to whole group instruction, target student need with differentiated small group instruction focused on enhanced instruction that follows a developmental reading continuum including instruction with phonics (word study), higher level comprehension, vocabulary, and fluency (rate, automaticity, accuracy, prosody).</p> <p><i>*See STAR Reading Instructional Planning-Student Report to identify specific student needs</i></p> <p>Notify parent of progress and interventions. Highly recommend parent conference. Pursue MTSS process as needed.</p>	<p>For <i>intervention</i> level (Tier 2) students: <u>Differentiate Small Group reading instruction using multi-sensory strategies</u> with these students to include any of the above, but with increase of the following:</p> <ul style="list-style-type: none"> ➤ explicit strategy instruction ➤ review and prompting ➤ appropriate pacing of the lesson with wait time ➤ adequate time to practice ➤ more frequent positive corrective feedback <p>The following Programs/ Materials/ Strategies may also be used:</p> <ul style="list-style-type: none"> ➤ Wonders T.E. Orange Band Approaching Level Differentiated Instruction ➤ Wonders WonderWorks Intervention ➤ SRA Corrective Reading ➤ Precision Teaching for Fluency ➤ Intervention Central's Response to Intervention Resources
If a 3RD GRADE student	Then	Programs/Materials/Strategies
<p>scores at STAR <i>urgent intervention</i> level (25th percentile and below). Students at this level are not progressing adequately and are considered to have a substantial reading deficiency.</p> <p>-AND-</p>	<p>For <i>urgent intervention</i> level students: Data here shows that students are not progressing adequately and have a <u>substantial reading deficiency</u>. Teachers will provide Tier 1, Tier 2 and Tier 3 instruction. Students in this range should receive additional minutes of daily explicit immediate intensive intervention (iii) instruction, in addition to or</p>	<p>For <i>urgent intervention</i> level (Tier 3) students: <u>Differentiate Small Group reading instruction using multi-sensory strategies</u> with these students may include any of the above, but with increase of the following:</p> <ul style="list-style-type: none"> ➤ increased time ➤ increased intensity ➤ smaller group size ➤ more frequent progress monitoring

achieves less than 30% (Round 1-Nov) or 55% (Round 2-Feb) accuracy on district provided standards based portfolio assessment.	<p>as an extension of the 90+ min reading block targeted to student's instructional deficits.</p> <p>*See STAR Reading Instructional Planning-Student Report to identify specific student needs.</p> <p>Notify parent of progress and interventions. Highly recommend parent conference. Pursue MTSS process.</p>	
If a RETAINED 3RD GRADE student	Then	Programs/Materials/Strategies
Assessed as above. More frequent monitoring of classroom grades, and ORF.	<p>Retained 3rd graders will benefit from any of the following strategies: Increased exposure to science and social studies texts, increased time in small group, a grade 3-4 transition classroom, classroom with lower teacher to student ratio, and/or placement with a highly effective teacher.</p> <p>Send home parent letter to notify parent of progress and interventions in place. Highly recommend parent conference. The MTSS problem solving process is required for retained third graders.</p>	<p>Along with his or her peers, retained 3rd graders will receive a minimum of 90 minutes daily of uninterrupted scientifically research-based reading instruction reading instruction with a focus on vocabulary development and strategy and skill instruction including the following: Multi-sensory reading activities such as reciprocal teaching and other strategies that appeal to multiple senses, word attack and word study techniques, fluency (appropriate pace, accuracy, phrasing, smoothness), using graphic organizers to aid comprehension, using self-monitoring strategies (rereading, self-checking, self-correcting), identifying evidence to support answers to questions, reading several texts on the same topic and compares and contrasts them using illustrations, tables, graphics, video, etc. to aid in comprehension, speaking, and writing about texts to demonstrate understanding.</p>

GRADE 4 - ASSESSMENT

2018 FSA

Screen with STAR Reading at the beginning of the year (AP1); **Progress monitor** with STAR Reading Fall, Winter and Spring.

If a 4TH GRADE student	Then	Programs/Materials/Strategies
<p>Scored FSA level 1 or 2</p> <p>-OR-</p> <p>Is <i>below</i> STAR benchmark (on watch) (50th percentile to 41st percentile)</p>	<div data-bbox="506 342 1121 483" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>For at or above benchmark students, reinforce or enrich whole group instruction in small group.</p> </div> <p>For on watch students: Teachers will continue to provide Tier 1 instruction and continue with enhanced instruction that follows a developmental reading continuum including instruction with phonics, fluency, vocabulary, and text dependent questions at the word, sentence, and/or connected text level.</p> <p>Notify parent of progress and interventions. Highly recommend parent conference. Pursue MTSS process as needed.</p>	<p>For on watch (enhanced instruction) students: <u>Differentiate Small Group reading instruction using multisensory strategies in the following areas:</u></p> <p>Phonics Resources: FCRR student center activities, Words Their Way, Tyner Small Group Instruction (Intervention and Evolving stages), Wonders Tier 2 Phonics/Word Study, Word Study (multisyllabic routines)</p> <p>Fluency Resources: FCRR student center activities, Wonders Tier 2 Fluency, Wonders fluency routines, Phrase Cued Text, Timed Repeated Reading</p> <p>Vocabulary Resources: FCRR student center activities, Wonders Tier 2 Vocabulary, Marzano's 6 Steps Vocabulary Instruction, Explicit instruction of word parts (roots, prefixes, suffixes)</p> <p>Comprehension Resources: FCRR student center activities, Reciprocal Teaching, CIS, Text coding, graphic organizers, Thinking Maps, Text dependent questions, DRTA, SQ3R, QAR, Wonders Tier 2 Comprehension, Jennifer Serravallo Reading Strategies, Wonders Leveled Reader Lesson Cards, Reading Rockets.org, explicitly teach a combination of comprehension strategies/skills (ask and answer questions, visualize, reread, make/ confirm/ revise predictions, activate background knowledge, make inferences, summarize, retelling/ sequencing, etc.) and after gradually releasing responsibility, evaluate student ability to perform the strategy independently.</p>

If a 4TH GRADE student	Then	Programs/Materials/Strategies
<p>level (40th percentile to 26th percentile)</p> <p>-AND-</p> <p>scored FSA Level 1 or 2</p> <p>(If FSA Level was 3 or better, review classroom performance tasks and provide interventions as needed.)</p>	<p>For intervention level students: Data here shows that students are not progressing adequately. Teachers will provide Tier 1 and Tier 2 instruction. In addition to whole group instruction, target student need with differentiated small group instruction focused on enhanced instruction that follows a developmental reading continuum including instruction with phonics (word study), higher level comprehension, vocabulary, automaticity and fluency (rate, automaticity, accuracy, prosody). <i>*See STAR Reading Instructional Planning-Student Report to identify specific student needs</i></p> <p>Notify parent of progress and interventions. Highly recommend parent conference. Pursue MTSS process as needed.</p>	<p>For intervention level (Tier 2) students: <u>Differentiate Small Group reading instruction using multi-sensory strategies</u> with these students to include any of the above, but with increase of the following:</p> <ul style="list-style-type: none"> ➤ explicit strategy instruction ➤ review and prompting ➤ appropriate pacing of the lesson with wait time ➤ adequate time to practice ➤ more frequent positive corrective feedback <p>The following Programs/ Materials/ Strategies may also be used:</p> <ul style="list-style-type: none"> ➤ Wonders T.E. Orange Band Approaching Level Differentiated Instruction ➤ Wonders WonderWorks Intervention ➤ SRA Corrective Reading ➤ Precision Teaching for Fluency ➤ Intervention Central's Response to Intervention Resources
If a 4TH GRADE student	Then	Programs/Materials/Strategies
<p>scores at STAR urgent intervention level (25th percentile and below)</p> <p>-AND-</p> <p>scored FSA Level 1 or 2</p> <p>(If FSA Level was 3 or better, review classroom performance tasks and provide interventions as needed.)</p>	<p>For urgent intervention level students: Data here shows that students are not progressing adequately. Teachers will provide Tier 1, Tier 2 and Tier 3 instruction. Students in this range should receive additional minutes of daily explicit immediate intensive intervention (iii) instruction, in addition to or as an extension of the 90+ min reading block targeted to student's instructional deficits. <i>*See STAR Reading Instructional Planning-Student Report to identify specific student needs.</i> Notify parent of progress and interventions. Highly recommend parent conference. Pursue MTSS process.</p>	<p>For urgent intervention level (Tier 3) students: <u>Differentiate Small Group reading instruction using multi-sensory strategies</u> with these students may include any of the above, but with increase of the following:</p> <ul style="list-style-type: none"> ➤ increased time ➤ increased intensity ➤ smaller group size ➤ more frequent progress monitoring

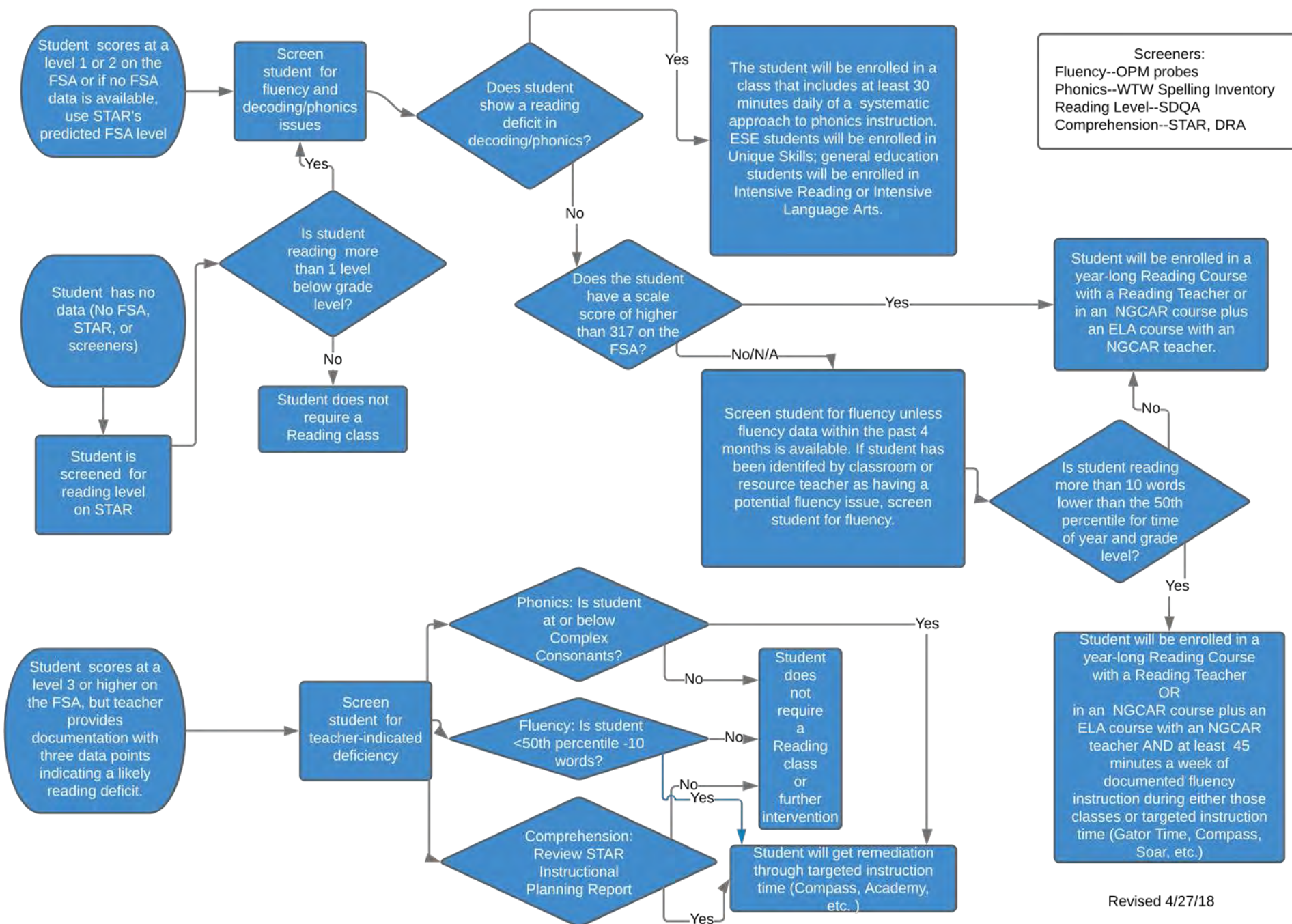
GRADE 5 - ASSESSMENT**2018 FSA**

Screen with STAR Reading at the beginning of the year (AP1); **Progress monitor** with STAR Reading Fall, Winter and Spring.

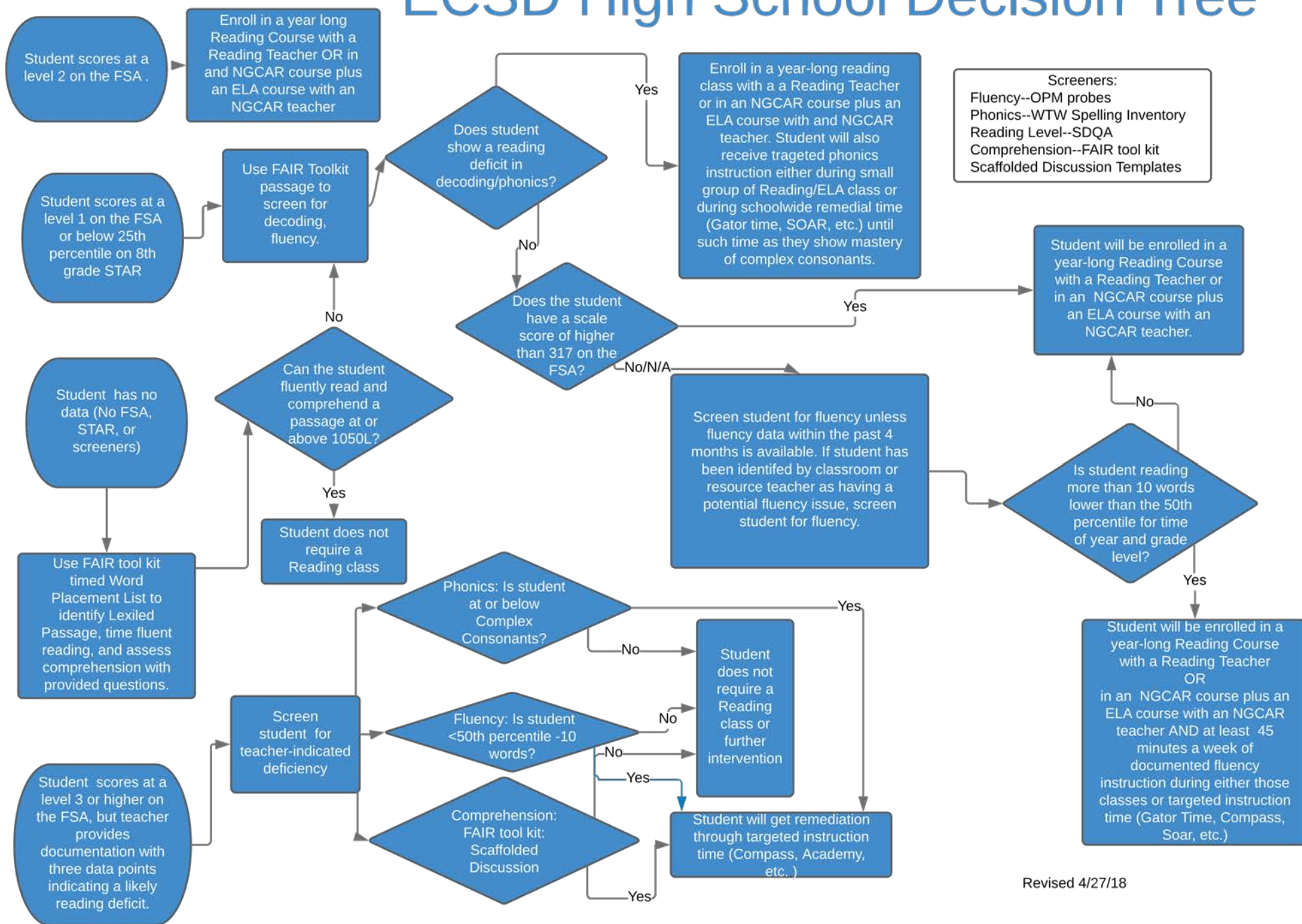
If a 5TH GRADE student	Then	Programs/Materials/Strategies
<p>Scored FSA level 1 or 2</p> <p>-OR-</p> <p>Is <i>below</i> STAR benchmark (on watch) (50th percentile to 41st percentile)</p>	<div data-bbox="478 362 1146 462" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><p>For at or above benchmark students, reinforce or enrich whole group instruction in small group.</p></div> <p>For on watch students: Teachers will continue to provide Tier 1 instruction and continue including instruction with phonics, fluency, vocabulary, and text dependent questions at the word, sentence, and/or connected text level.</p> <p>Notify parent of progress and interventions. Highly recommend parent conference. Pursue MTSS process as needed.</p>	<p>For on watch (enhanced instruction) students: <u>Differentiate Small Group reading instruction using multisensory strategies in the following areas:</u></p> <p>Phonics Resources: FCRR student center activities, Words Their Way, Tyner Small Group Instruction (Intervention and Evolving stages), Wonders Tier 2 Phonics/Word Study, Word Study (multisyllabic routines)</p> <p>Fluency Resources: FCRR student center activities, Wonders Tier 2 Fluency, Wonders fluency routines, Phrase Cued Text, Timed Repeated Reading</p> <p>Vocabulary Resources: FCRR student center activities, Wonders Tier 2 Vocabulary, Marzano's 6 Steps Vocabulary Instruction, Explicit instruction of word parts (roots, prefixes, suffixes)</p> <p>Comprehension Resources: FCRR student center activities, Reciprocal Teaching, CIS, Text coding, graphic organizers, Thinking Maps, Text dependent questions, DRTA, SQ3R, QAR, Comprehension, Jennifer, Wonders Leveled Reader Lesson Cards, Reading Rockets.org, explicitly teach a combination of comprehension strategies/skills (ask and answer questions, visualize, reread, make/ confirm/ revise predictions, activate background knowledge, make inferences, summarize, retelling/ sequencing, etc.) and after gradually releasing responsibility, evaluate student ability to perform the strategy independently.</p>

If a 5TH GRADE student	Then	Programs/Materials/Strategies
<p>scores at STAR <i>intervention</i> level (40th percentile to 26th percentile)</p> <p>-AND-</p> <p>scored FSA Level 1 or 2</p> <p>(If FSA Level was 3 or better, review classroom performance tasks and provide interventions as needed.)</p>	<p>For <i>intervention</i> level students: Data here shows that students are not progressing adequately. Teachers will provide Tier 1 and Tier 2 instruction. In addition to whole group instruction, target student need with differentiated small group instruction focused on enhanced instruction that follows a developmental reading continuum including instruction with phonics (word study), higher level comprehension, vocabulary, and fluency (rate, automaticity, accuracy, prosody).</p> <p><i>*See STAR Reading Instructional Planning- Student Report to identify specific student needs. Notify parent of progress and interventions. Highly recommend parent conference. Pursue MTSS process as needed.</i></p>	<p>For <i>intervention</i> level (Tier 2) students: <u>Differentiate Small Group reading instruction using multi-sensory strategies</u> with these students to include any of the above, but with increase of the following:</p> <ul style="list-style-type: none"> ➤ explicit strategy instruction ➤ review and prompting ➤ appropriate pacing of the lesson with wait time ➤ adequate time to practice ➤ more frequent positive corrective feedback <p>The following Programs/ Materials/ Strategies may also be used:</p> <ul style="list-style-type: none"> ➤ Wonders T.E. Orange Band Approaching Level Differentiated Instruction ➤ Wonders WonderWorks Intervention ➤ SRA Corrective Reading ➤ Precision Teaching for Fluency ➤ Intervention Central's Response to Intervention Resources
If a 5TH GRADE student	Then	Programs/Materials/Strategies
<p>scores at STAR <i>urgent intervention</i> level (25th percentile and below)</p> <p>-AND-</p> <p>scored FSA Level 1 or 2</p> <p>(If FSA Level was 3 or better, review classroom performance tasks and provide interventions as needed.)</p>	<p>For <i>urgent intervention</i> level students: Data here shows that students are not progressing adequately. Teachers will provide Tier 1, Tier 2 and Tier 3 instruction. Students in this range should receive additional minutes of daily explicit immediate intensive intervention (iii) instruction, in addition to or as an extension of the 90+ min reading block targeted to student's instructional deficits.</p> <p><i>*See STAR Reading Instructional Planning- Student Report to identify specific student needs. Notify parent of progress and interventions. Highly recommend parent conference. Pursue MTSS process.</i></p>	<p>For <i>urgent intervention</i> level (Tier 3) students: <u>Differentiate Small Group reading instruction using multi-sensory strategies</u> with these students may include any of the above, but with increase of the following:</p> <ul style="list-style-type: none"> ➤ increased time ➤ increased intensity ➤ smaller group size ➤ more frequent progress monitoring

ECSD Middle School Decision Tree



ECSD High School Decision Tree



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:** Escambia
- 2. Contact name for schools covered on this plan:** Melissa G. Marsh
- 3. Contact phone number:** 850-469-5525
- 4. Contact email:** mmarsh@escambia.k12.fl.us
- 5. Schools covered by this plan:** Brentwood, Ensley, Montclair, Myrtle Grove, Navy Point, Oakcrest, O.J. Semmes, Sherwood, Warrington, C.A. Weis, West Pensacola, Holm, Longleaf, Global Learning Academy

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:** 7:45
- 2. School dismissal time:** 2:00
- 3. Total number of instructional minutes per day:** 330
- 4. Minutes per day of reading instruction (must be at least 150):** 150

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.**

The extra hour of reading is differentiated based on prior year FSA, STAR360 and iReady diagnostic data to provide students with reading intervention or with opportunities for inquiry based learning and independent reading, depending on frequent progress monitoring. At Sherwood, West Pensacola, Global, Montclair, C.A. Weis, Holm, Ensley, Longleaf, O.J. Semmes and Oakcrest, students who earned a level 4 or 5 participate in book clubs and work on various reading projects, such as the Battle of the Books competition. At Navy Point and Warrington, academically talented readers are motivated to read independently and track their reading through Accelerated Reader. At Brentwood and Sherwood Elementary Schools, level 4 and 5 students are scheduled in academically talented cluster classrooms. Myrtle Grove Elementary uses Achieve3000 to meet the needs of their students who were levels 4 or 5.

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.**

Schools schedule the extra hour so that students with significant deficiencies in reading can be served by professionals trained to deliver SRA Reading Mastery or Corrective Reading. This may include a walk-to read model, or push in support. Training in SRA delivery is provided at the beginning of the school year as well as throughout the year through classroom coaching visits. For students whose need is development of comprehension, teachers use content area texts and writing in response to reading with a sequence of instruction which includes vocabulary, fluency, collaborative discussions, and text coding. This may include additional small group support of reading complex text. Because the number of students requiring intervention is so great, each classroom teacher provides reading intervention during the extra hour. Escambia County uses the Danielson Evaluation model to evaluate teachers and elements of the Instructional Practice Guide to provide feedback to teachers as a way of ensuring that the reading instruction during this hour is effective

- 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.**

Escambia County implements SRA Reading Mastery and Corrective Reading for students who exhibit significant gaps in learning to read or with decoding issues. We are committed to SRA as we have seen growth in groups of students where implementation is solid. In two of these schools, the number of students entering first grade in 2018-19 able to read a beginning first grade passage doubled when compared to the beginning of the 2017-18 school year. This is attributed to solid Reading Mastery K instruction during the students' kindergarten year. Students whose difficulty is comprehension receive explicit, sequenced instruction involving fluency, multi-syllabic routines, word sorts, vocabulary, text coding and question generation with complex content area texts. According to John Hattie's Visible Learning rankings, repeated reading and vocabulary programs had effect sizes of .75 and .62 respectively. Self-questioning had an effect size of .55 and underlining and highlighting had an effect size of .50. The National Reading Panel (2000) recommends systematic comprehension strategy instruction including question generation.

- 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.**

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Schools are asked to review data at least every 10 days. Students scoring a level 1 or 2 on the previous year's FSA, and/or scoring below the 41st percentile on STAR360 receive further screening to determine the nature of their need. Additional information is gained through DRA2+, ORF probes, and iReady data. SRA placement tests assist in grouping for those with decoding issues. The iReady instructional grouping report is used to identify small group lessons which focus on a particular skill. The intervention decision tree also guides teachers in identifying interventions for the additional hour. ELA specialists and teachers on special assignment attend the data meetings to brainstorm solutions.

- 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.**

SRA Reading mastery meets the criteria for systematic, explicit, instruction in phonics, fluency, and phonemic awareness with frequent corrective feedback and elements of multi-sensory instruction. Beverly Tyner routines are also used as Tier II interventions. Training for SRA Reading Mastery and Tyner routines are offered several times at the beginning and during the school year. The iReady instructional grouping report is used to identify small group lessons which focus on a particular skill. Regular classroom visits, data sessions and coaching are provided throughout the year by the ELA department to ensure that the instruction is effective.

- 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.**

Students collaboratively discuss social studies, science, and mathematics text and receive writing instruction during the extra hour of reading. Teachers also pull small groups to work on reading standards based on iReady performance. Text includes the core Science and Social Studies curricula and Jr. Great Books (non-fiction), and non-fiction articles from sources such as Achieve3000. Training and pd videos on how to teach reading through the content areas, including routines to support struggling readers such as Juicy Sentences, Reciprocal Teaching, fluency strategies, and vocabulary instruction, with an emphasis on making the instruction multi-sensory are provided by the ELA department throughout the year. Instructional review classroom walk-throughs and discussion during the 10 day data meetings help monitor the progress of this instruction.