

Hendry 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: Robert J. Egley, Ph. D

Contact Email: egleyr@hendry-schools.net

Contact Telephone: 863-902-4244

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students' and teachers' levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016 and 2016-2017 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Performance Goals							
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	40	41	40	42	42	44	46

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	46	47	44	48	47	50	53

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	23	21	20	19	19	17	15
White/Hispanic	12	11	11	10	11	9	8
Economically Disadvantaged/Non-Economically Disadvantaged	14	13	13	12	12	10	9
Students with Disabilities/Students without Disabilities	28	26	24	24	26	22	19
English Language Learners/ Non-English Language Learners	19	18	20	17	25	15	13

* 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 Plan funds will be used to support teachers that are on the front lines teaching in the classrooms. Four Reading Coaches have been employed to assist and develop teachers across the District.

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?

Deputy Superintendents
Director of ESE and Student Services
Director of Federal Programs
Reading/Literacy Coaches

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.

Deputy Superintendents will progress monitor school-level data. This will be done in concert with building level administrators, at each school, every nine weeks. Below are the specific school-level progress monitoring tools, by grade, that will be monitored:

iReady progress monitoring: grades K-5
iReady standards based assessment: 2-8
iReady ELA diagnostic results: grades K-8
FSA: grades 3-10
MindPlay: grades 3-5
SAT 10 results: grade 3 summer school
FLKRS (STAR EL): K
Waterford: grades PK-K

School administrators will conduct classroom walk-through observations to ensure instruction is systematic and explicit based on student needs. Evidence will include lesson plans reflecting small group instruction based on data, bi-monthly data meetings at each school site between administration, reading coaches, reading resource teachers, and classroom teachers in regards to student needs. Agendas will be provided at each data meeting to ensure problems solving of students needs are being addressed. Lesson plans will be reviewed by school administration on a weekly basis for changes made to small group instruction based on data.

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

As mentioned above, District personnel will review relevant progress monitoring data every grading period. (iReady data)

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

Deputy Superintendents, Director of ESE and Student Services, Director of Federal Programs, Reading/Literacy Coaches, ELL Resource Teacher

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?

Deputy Superintendents, Director of ESE and Student Services, Director of Federal Programs, Reading/Literacy Coaches, Reading Resource Teachers, ELL Resource Teacher

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

Bi-monthly data meeting agendas and minutes
Checklists
Formative assessments
Lesson plans
Grade level meeting agendas and minutes
Subject area meeting agendas and minutes

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

District personnel will review relevant progress monitoring data every grading period.

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?

Deputy Superintendents, Director of ESE and Student Services, Director of Professional Development and Personnel Evaluations, Reading/Literacy Coaches, Reading Resource Teachers, ELL Resource Teacher

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?

Best practices will be shared across the district with opportunities for staff to observe such practices to improve their ability to effectively guide students in complex text and comprehension tasks. The district will provide school guidance and some additional funding to increase the current amount and variety of complex tests available to teach complex comprehension tasks.

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?**

Director of ESE and Student Services and Deputy Superintendents

- 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)?**

The Director of Professional Development and Personnel Evaluations will provide training on the Universal Design for Learning (UDL). This training will offer an approach to inclusive instruction that is responsive to the diverse learning needs of a change student populations.

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

At least two times during the fiscal school year.

- 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?**

Chief Financial Officer

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

\$413,814.00

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

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?

Deputy Superintendents, Reading Coaches, ESE Director

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

SAI Funds

Reading/Literacy Coaches

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

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

Highly qualified Reading Endorsement or Reading Master's Degree a minimum of 3 years teaching experience.

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

Reading/Literacy coaches funded from the Research-Based Reading Instruction Allocation are serving all schools in our county and spend more time in the schools with the greatest need based upon FSA results. Due to only having 4 coaches the coaches are not assigned to specific schools, however they visit various schools weekly based on i-Ready progress monitoring. These coaches visit and provide support to all district schools that are listed as follows: Central Elementary, Eastside Elementary, Westside Elementary, County Oaks Elementary, LaBelle Elementary, Edward Upthegrove Elementary, LaBelle Middle, Clewiston Middle, LaBelle High, and Clewiston High School.

- 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.**

Yes

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

- a. Elementary:2
- b. Middle:1
- c. High:1

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

Data collected from iReady diagnostic assessment results for teachers they are modeling and coaching, exit tickets following PD activities, Standards-based assessment results from teachers they are modeling and coaching, professional development sign-in sheets, agendas for professional development, minutes of coaching meetings, feedback forms for professional development, coaches monthly calendars reflecting professional development, modeling, and coaching continuum, teacher reflection of modeled lesson plans by coach.

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

\$ 236,466.00

Supports for Identification and Intervention of Students With Reading Deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Apendix 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?

The Reading Instruction Allocation funds 3 Reading Resource teachers at the most needy schools in our district. These Resource Teachers are not assigned to a specific school, but visit various schools based on their needs. (LaBelle Middle, LaBelle High, Clewiston Middle, Clewiston High)

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.

Yes

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

- a. Elementary:0
- b. Middle:2
- c. High:1

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

\$177,348.00

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

n/a

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

\$0.00

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

SAI Funds

Summer Reading Camps

Please complete the following questions regarding SRC.

- 1. SRC Supervisor Name:** Mrs. Lucinda Kelley
- 2. Email Address:** kelleyl@hendry-schools.net
- 3. Phone Number:** 863-674-4555
- 4. Please list the schools which will host a SRC:**

Central Elementary and Country Oaks Elementary

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

- a. **Start Date:**06/04/2018
- b. **Which days of the week is SRC offered:** M, T, W, Th, F
- c. **Number of instructional hours per day in reading:** 6
- d. **End Date:** 06/22/2018
- e. **Total number of instructional hours of reading:** 90

6. .Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?

Yes

7. What is the anticipated teacher/student ratio?

1:10

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

3rd grade only

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

Teachers are asked to submit internal request forms to the Federal Programs Office, at which time they are screened by the Director of Federal Programs. Teachers who are considered for summer employment in the summer reading camp are highly qualified and reading endorsed. State VAM scores are also taken into consideration when employing teachers for the summer reading camp.

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	0
District expenditures on reading coaches	236,466.00
District expenditures on intervention teachers	177,348.00
District expenditures on supplemental materials or interventions	0
District expenditures on professional development	0
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	413,814.00
Amount of district research-based reading instruction allocation for 2018-2019	413,814.00

APPENDIX A

2018-19 Reading Plan Collaboration documentation with ESE & ELL contacts for the Reading Plan

2018-2019 Reading Plan

As the Hendry County School District's contact, for the 2018-19 K-12 Comprehensive Research-Based Reading Program, I affirm that we met with the ESE Director and the ELL contact. The ESE Director, ELL contact person, and members of their departments worked collaboratively with others that helped formulate the Hendry County School District Reading Plan.

As part of the Hendry County School District (HCSD) 2018-2019 K-12 Comprehensive Research-Based (CR-B) Reading Plan, the District-Level administrators examined various components of the plan to ensure we are responsive to the diverse learning needs of the student population we serve. As educators, we understand that the number of students with disabilities and the number of second language learners has increased over the years. From a District standpoint, we acknowledge the value of diversity on our school campuses and in our classrooms.

In order to meet the diverse learning needs of the students in our District, administrators and faculty must address the implications in the design and delivery of instruction. Building on approaches to the Universal Design for Learning (UDL), our District understands the value of creating instructional methods, materials and assessments that are adjusted for individual needs. The UDL approach to instruction allows the principles of learning to be more accessible to a wider range of students. Hendry County School District utilizes inclusive instructional strategies that benefit a broad range of learners that include students with disabilities and second language learners.

Robert Eley
7/25/2018

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;

Hendry K-5 Assessment / Decision Curriculum Tree

Programs Monitoring Assessments: Florida Kindergarten Readiness Screener

Grade: Kindergarten

Date(s): FALL 2018 – First 30 Days

IF:	Then:	Programs / Materials / Strategies:
<p>FLKRS: (STAR EL) Scaled score of 437 and below</p> <p>-----</p> <p>Students in the red zone are considered to have a substantial reading deficiency.</p>	<ul style="list-style-type: none"> ▸ Students in this category that have been identified as having a substantial reading deficiency, based on the results of their first FKRS Benchmark assessment and their first iReady Diagnostic Benchmark Assessment, will be provided with a level and content of daily differentiated intervention strategies as per iReady prescriptive instruction. ▸ Analyze data results to determine level and content of differentiated intervention and to provide targeted instruction in areas identified in FLKRS. ▸ Students scoring substantially below grade level FLKRS scores will receive immediate intensive intervention five days a week for a minimum of 30 minutes a day in addition to the 90 minute ELA block in groups of 3-5 students. ▸ Students who score a scaled score of 437 or lower will be placed in a 30 minutes Immediate Intensive Intervention grouping size of 3-5. Students will be assessed further in Phonological Awareness. If PA is below mastery then provide PA immediate intensive intervention while continuing to work on print awareness and oral language development. If Phonological Awareness level is at or above mastery, immediate intensive intervention in phonics will be provided while continuing to build vocabulary, fluency, and comprehension. 	<ul style="list-style-type: none"> ~ Students will be instructed in Alphabetic Principle, Concept of Print, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, and Listening Comprehension at the sentence and paragraph level using CKLA. ~ Small groups of 3-5 will be formed by results of screener to differentiate instruction. ~ Differentiated Instruction will include but not limited to phonemic awareness lessons, concept of print, alphabetic principle, oral language development, vocabulary, and listening comprehension. ~ Small groups of 3-5 will be formed by results of screener to differentiate instruction providing explicit instruction using multisensory activities and strategies based on the student's individual needs. ~ The following examples of multisensory strategies will be incorporated in the classroom: <ul style="list-style-type: none"> ▸ Use graphic organizers to assist with comprehension strategies ▸ Tap out sounds ▸ Use body movements for various sounds ▸ Use textured materials to manipulate letters in words ▸ Use food that begins with the focus sound to reinforce the sounds(/c/ cookies)
	<p>Parents will be notified of the immediate intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.</p>	<p>Students who have not responded to the immediate intensive intervention will have their group size and instruction modified by providing one-on-one instruction using Mind Play (Virtual Reading Coach).</p>

Hendry K-5 Assessment / Decision Curriculum Tree

<p>FLKRS: (STAR EL) Scaled score of 497-529</p>	<ul style="list-style-type: none"> ▸ Analyze data results to determine level and content of differentiated intervention and to provide targeted instruction in areas identified in FLKRS. ▸ Students scoring on or above grade level in FLKRS scores will receive instruction in areas identified by FLKRS. 	<ul style="list-style-type: none"> ~ Continue instruction on Alphabetic Principle, Concept of Print, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, and Listening Comprehension at the sentence and paragraph level. ~ Small groups of 5 will be formed by results of screener to differentiate instruction. Meet with students at least 15-20 minutes three days per week to enhance vocabulary and comprehension instruction.
<p>FLKRS: (STAR EL) Scaled score of 438-496</p>	<ul style="list-style-type: none"> ▸ Analyze data results to determine level and content of differentiated intervention and to provide targeted instruction in areas identified in FLKRS. ▸ Students scoring slightly below grade level FLKRS scores will receive intensive intervention five days a week for a minimum of 20 minutes per day in groups of 5 students in addition to the 90 minute ELA Block. If PA is below mastery then provide PA intensive intervention while continuing to work on print awareness and oral language development. If Phonological Awareness level is at or above mastery, provide immediate intervention in phonics instruction while continuing to build vocabulary, fluency, and comprehension. <p>Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents</p>	<ul style="list-style-type: none"> ~ Students will be instructed in Alphabetic Principle, Concept of Print, Visual Discrimination, Phonemic Awareness, Phonics, Structural Analysis, Vocabulary, and Listening Comprehension at the sentence and paragraph level using CKLA. ~ Small groups of 5 will be formed by results of screener to differentiate instruction. ~ Differentiated instruction will include phonics intensive intervention. Continue to build vocabulary, fluency, and comprehension instruction. <p>Students who have not responded to the intensive intervention will have their group size and instruction modified by providing one-on-one instruction using Mind Play (Virtual Reading Coach).</p>

Hendry K-5 Assessment / Decision Curriculum Tree

Programs Monitoring Assessments: i-Ready Diagnostic

Grade/s: Kindergarten – 2nd Grade

Date(s): Assessment 1 – Aug/Sept. 2018
 Assessment 2 – Nov/Dec. 2018
 Assessment 3 – April/May 2019

IF:	Then:	Programs / Materials / Strategies:
<p><u>RED Success Zone</u> Students in the red zone are considered to have a substantial reading deficiency.</p> <p>-----</p> <p>I-Ready Tier 3 / Profile 1-2 (one year or more below grade level)</p> <p><u>Kindergarten</u> -Emerging K scores 0-361</p> <p><u>First Grade</u> -Profile 1 Scores 434-536 -Profile 2 Scores 537-560</p> <p><u>Second Grade</u> -Profile 1 Scores 419-488 -Profile 2 Scores 489-560</p>	<p>Students in this category that have been identified as having a substantial reading deficiency, based on their first iReady Diagnostic Benchmark Assessment, will be provided with a level and content of daily differentiated intervention strategies as per iReady prescriptive instruction.</p> <ul style="list-style-type: none"> ▸ Analyze data results to determine level and content of daily differentiated intervention and to provide targeted iReady prescriptive instruction ▸ Profile 1 Students scoring substantially below grade level benchmark category will receive immediate intensive intervention five days a week for a minimum of 30 minutes per day in groups of 3-5 students. This is in addition to the 90 minute ELA block. ▸ Profile 2 Students scoring one year below grade level benchmark category will receive intensive intervention five days a week for a minimum of 20 minutes per day in groups of 5 students. This is in addition to the 90 minute ELA block. ▸ Profile 1 & 2 Students will be assessed in phonics. If phonics is below mastery, then assess phonological awareness. If phonological awareness is below mastery then provide immediate intensive intervention while continuing to build phonics, vocabulary, fluency, and comprehension skills. If phonics is at or above mastery, instruct in fluency. Continue to build vocabulary and comprehension instruction. 	<ul style="list-style-type: none"> ~ Core Reading Program ~ Core Knowledge (CKLA) ~ Phonics for Reading Program ~ Fluency Instruction ~ Small group differentiated instruction that focuses on before, during and after strategies ~ Reading Comprehension Strategies: Monitoring for Understanding, Making Connections, Making Predictions, Build Background knowledge, Graphic Organizers ~ Fountas and Pinell Leveled Literacy Intervention, addresses language, phonics, word work, sentence complexity/dictation, vocabulary and comprehension literary and informational texts ~ Utilize iReady Profile 1 and 2 small group instruction lesson plans focusing on phonemic awareness, phonics, vocabulary, reading comprehension strategies. ~ Utilize Decodable reader ~ Small group differentiated instruction that focuses on explicit instruction of The Big Five of Reading using multisensory strategies and activities. These activities and strategies are embedded in the small group intervention instruction piece of the Core Reading Program. ~ The following examples of multisensory strategies will be incorporated in the classroom: <ul style="list-style-type: none"> ▸ Use graphic organizers to assist with comprehension strategies ▸ Tap out sounds ▸ Use body movements for various sounds ▸ Use textured materials to manipulate letters in words ▸ Use food that begins with the focus sound to reinforce the sounds(/c/ cookies)

Hendry K-5 Assessment / Decision Curriculum Tree

	Parents will be notified of the immediate intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.	Students who have not responded to the immediate intensive intervention will have their group size and instruction modified by providing one-on-one instruction using Mind Play (Virtual Reading Coach).
<p>YELLOW Success Zone</p> <p>I-Ready Tier 2/Profile 3 (less than a year below grade level)</p> <p><u>Kindergarten</u> -Level K 362-479 -Level 1 Scores 480-536</p>	<p>› Profile 3: Students scoring less than a year below grade level continue with initial instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics, and fluency at the word or connected word level. Provide an additional 20 minutes of intensive instruction 3 times per week in addition to the 90 minute ELA block.</p> <p>› Students will be assessed in phonics. If phonics is below mastery level then assess Phonological Awareness. Provide additional phonological awareness and phonics instruction during intensive intervention consisting of groups of 3-5 students.</p>	<p>~ Core Reading Program</p> <p>~ Guided Reading Small group differentiated instruction that focuses on before, during and after strategies.</p> <p>~ Daily small group differentiated reading intervention</p> <p>~ Reading Comprehension Strategies: Build Background knowledge, KWL, QAR, Making Connections, Visualizing, Monitor and Fix up</p> <p>~ Vocabulary Strategies</p> <p>~ Scholastics Story Works Magazines</p> <p>~ Fountas and Pinell Leveled Literacy Program</p> <p>~ Utilize Profile 3 iReady small group lesson plans that focus on fluency, vocabulary, and comprehension in literary and inform</p>
<p><u>First Grade</u> -Profile 3 Scores 561-602</p> <p><u>Second Grade</u> -Profile 3 Scores 561-602</p>	<p>Promote automaticity by providing practice with Fluency at the sentence level and paragraph level. Continue to provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text. If phonics is at mastery or above mastery level, continue to instruct in fluency and provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text.</p> <p>Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents</p>	<p>Students who have not responded to the intensive intervention will have their group size and instruction modified by providing one-on-one instruction using Mind Play (Virtual Reading Coach).</p>

Hendry K-5 Assessment / Decision Curriculum Tree

<p>GREEN Success Zone</p> <p>I-Ready Tier 1/Profiles 3, 4-5 (scores on or above level):</p> <p><u>Kindergarten</u> -Profile 3 Scores 561-800</p> <p><u>First Grade</u> -Profile 4 Scores 603-800</p> <p><u>Second Grade</u> -Profile 4 Scores 603-629 -Profile 5 Scores 630-800</p>	<ul style="list-style-type: none"> ▸ Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies ▸ Provide differentiated small group instruction using appropriate leveled text. ▸ Provide a variety of opportunities to strengthen content reading and research through centers. 	<ul style="list-style-type: none"> ~ Core Reading Program ~ Appropriate leveled text for small group focusing on text dependent questions and text based writing ~ Literature Circles and Reciprocal Teaching strategies ~ Small group instruction with a focus on informational text ~ Scholastic Story Works ~ Utilize Profile 4 and 5 iReady small group lesson plans that focus on vocabulary and comprehension in literary and informational text
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Programs Monitoring Assessments: i-Ready Diagnostic

Grade/s: 3rd – 5th Grades

Date(s): Assessment 1 – Aug/Sept. 2018
 Assessment 2 – Nov/Dec. 2018
 Assessment 3 – April/May 2019

IF:	Then:	Programs / Materials / Strategies:
<p>Red Success Zone Students in the red zone are considered to have a substantial reading deficiency.</p> <hr style="border-top: 1px dashed black;"/> <p>FSA Level 1 I-Ready Tier 3- Profile 1-2 (one year or more below grade level)</p> <p><u>3rd-5th Grade</u> Profile 1 Scores 0-473</p> <p><u>3rd Grade</u> Profile 2 Scores 474-510</p> <p><u>4th/5th Grade</u> Profile 2 Scores 474-495</p>	<p>Red Success Zone Tier 3 Priorities for Profile 1 Two or more years below grade level & FSA ELA Level 1</p> <p>Students in this category that have been identified as having a substantial reading deficiency, based on their first iReady Diagnostic Benchmark Assessment, will be provided with a level and content of daily differentiated intervention strategies as per iReady prescriptive instruction.</p> <ul style="list-style-type: none"> ▸ Students in this category that have been identified as having a substantial reading deficiency, based on the results of their first FKRS Benchmark assessment and their first iReady Diagnostic Benchmark Assessment, will be provided with a level and content of daily differentiated intervention strategies as per iReady prescriptive instruction. ▸ FSA Level 1 / I-Ready Profile 1 and 2: Analyze data results to determine level and content of daily differentiated intervention and to provide targeted iReady prescriptive instruction ▸ FSA Level 1 Lower End / i-Ready Profile 1: Students scoring substantially below grade level benchmark category will receive immediate intensive intervention five days a week for a minimum of 30 minutes per day in groups of 3-5 students in addition to the 90 minute ELA block. ▸ FSA Level 1 Higher End / i-Ready Profile 2: Students scoring one year below grade level benchmark category will receive intensive intervention five days a week for a minimum of 30 minutes per day in groups 35 students in addition to 90 minute ELA block. ▸ Students will be assessed in phonics. If phonics is below mastery level then Administer Phonological Awareness inventory. If Phonological Awareness is below mastery then provide additional phonological awareness and phonics instruction during immediate intensive intervention consisting of groups of 3-5 	<ul style="list-style-type: none"> ~ Use Core Reading Program during the 90 minute block. ~ Use research based strategies for scaffolding comprehension ~ Use Close Reading Strategy ~ Small group differentiated instruction focuses on specific tools for instruction from iReady and from Ready Florida ~ Provide students with daily opportunities for fluency practice using strategies like partnered readings, repeated readings, teacher read-aloud, reader's theater ~ Teacher think-aloud to model monitoring of own comprehension ~ Additional 30 minutes of Strategic Intervention provided by reading resource teacher ~ Small group differentiated instruction that focuses on specific tools for instruction from iReady and lessons from Ready Florida. ~ Instruct in Phonics using Phonics for Reading Program, decodable books and decodable comprehension stories ~ Use the iReady ELA formative assessment system to monitor student progress between Assessments Periods ~ Implement QAR strategy in small groups ~ Small group differentiated instruction that focuses on explicit instruction of The Big Five of Reading using multisensory strategies and activities. These activities and strategies are embedded in the small group intervention instruction piece of the Core Reading Program. ~ The following examples of multisensory strategies will be incorporated in the classroom: <ul style="list-style-type: none"> ▸ Use graphic organizers to assist with comprehension strategies ▸ Tap out sounds ▸ Use body movements for various sounds ▸ Use textured materials to manipulate letters in words ▸ Use food that begins with the focus sound to reinforce the sounds(/c/ cookies)

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student with additional 30 minutes daily. Promote automaticity by providing practice with Fluency at the sentence level and paragraph level. Continue to provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text. If phonics is at mastery or above mastery level, continue to instruct in fluency and provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text.

Parents will be notified of the immediate intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.

Students who have not responded to the immediate intensive intervention will have their group size and instruction modified by providing one-on-one instruction using Mind Play (Virtual Reading Coach).

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<p>Yellow Success Zone</p> <p>FSA Level 2</p> <p>I-Ready Tier 2 Profile 3 (less than a year below grade level)</p> <p><u>3rd Grade</u> Profile 3 Scores 511-602</p> <p><u>4th Grade</u> Profile 3 Scores 496-556</p> <p><u>5th Grade</u> Profile 3 Scores 496-541</p>	<p>Yellow Success Zone Tier 2 Priorities for FSA Level 2 i-Ready Profile 3 Less than a year below grade level</p> <ul style="list-style-type: none"> › Difficulty with word meanings and background knowledge › Small group instruction should focus on individual words as well as word relationships › Integrate instruction of Vocabulary in comprehension activities that focus on drawing meaning from texts. › Delivery of 90 minute Reading Block › iReady Profile 3 lessons based on students' needs will be utilized during small group instruction › An additional 20 minutes of Reading to provide instruction in phonics, fluency, vocabulary and comprehension five days per week with a group size of 3-5 students. › Students will be assessed in phonics. If phonics is below mastery level then assess Phonological Awareness. Provide additional phonological awareness and phonics instruction during intensive intervention consisting of groups of 3-5 students. Promote automaticity by providing practice with Fluency at the sentence level and paragraph level. Continue to provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text. If phonics is at mastery or above mastery level, continue to instruct in fluency and provide comprehension instruction that includes explicit before, during, and after reading comprehension strategies for literary and informational text 	<ul style="list-style-type: none"> ~ Core Reading Program ~ Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies ~ Accelerated Reader Program ~ Phonics for Reading Program ~ High level questioning strategies ~ Before, during, after reading questioning strategies ~ Use of Close Reading Strategy ~ Small group differentiated instruction that focuses on specific tools for instruction from iReady and lesson from Ready Florida ~ Continue the development of Fluency
	<p>Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.</p>	<p>Students who have not responded to the intensive intervention will have their group size and instruction modified by providing one-on-one instruction using Mind Play (Virtual Reading Coach).</p>

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<p style="text-align: center;">Green Success Zone</p> <p>FSA Levels 3,4,5</p> <p>i-Ready: Tier 1 Profiles 4 and 5 (scores on or above level):</p> <p><u>3rd Grade</u> -Profile 4 Scores 603-626 -Profile 5 Scores 630-640</p> <p><u>4th Grade</u> -Profile 4 Scores 557-629 -Profile 5 Scores 630-640</p> <p><u>5th Grade</u> -Profile 4 Scores 542-580 -Profile 5 Scores 581-640</p>	<p>Green Success Zone Tier 1 - FSA Levels 3,4,5 i-Ready Profiles 4 and 5</p> <ul style="list-style-type: none"> ▸ Continue grade level instruction and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies ▸ Provide differentiated small group instruction using appropriate leveled text. ▸ Provide a variety of opportunities to strengthen content reading and research through centers. ▸ Provide an additional 15-20 minutes of small group instruction three times a week to enhance skills. 	<ul style="list-style-type: none"> ~ Core Reading Program ~ Appropriate leveled text for small group focusing on text dependent questions and text based writing ~ Literature Circles and Reciprocal Teaching strategies ~ Small group instruction with a focus on informational text ~ Scholastic StoryWorks Magazine ~ Utilize Profile 3, 4, and 5 iReady small group lesson plans that focus on vocabulary and comprehension in literary and informational text
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Programs Monitoring Assessments: i-Ready ELA Diagnostic Assessments

Grade/s: 6th – 8th grades

Date(s):

Assessment 1 – Aug/Sept. 2018

Assessment 2 – Nov/Dec. 2018

Assessment 3 – April/May 2019

IF:	Then:	Programs / Materials / Strategies:
<p>RED Success Zone</p> <p>FSA ELA Level 1</p> <p>iReady Profile 1 (more than 2 levels below)</p> <p>iReady Profile 2 (more than 1 level below)</p> <p>6th – 8th grades -Profile 1 Scores 0 – 495 -Profile 2 Scores 496 – 565</p>	<p>› Profile 1 and Profile 2 students will be progressed and/or monitored monthly using iReady.</p> <p>› Consult the student profile in iReady and see detailed next steps for instruction.</p> <p>› Consult the instructional grouping profile report for iReady to determine instructional priorities for these students.</p> <p>› FSA Level 1 students and students scoring more than one year below level will need to receive intensified intervention (more time and smaller group size) in addition to their core ELA block.</p> <p>Parents will be notified of the immediate intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.</p>	<p>~ Placement in a daily intensive reading class using iReady Program for 50 minutes.</p> <p>~ Small group instruction in iReady classroom will be implemented using student profile reports for differentiated instruction in the areas of phonemic awareness, phonics, vocabulary, comprehension of literary and informational text.</p> <p>~ Core ELA class develops on-grade level vocabulary and reading comprehension with complex text, text dependent questions, and text-based writing.</p> <p>~ Content Area classes will implement Cornell Notes, Close Reading, vocabulary development, and Kagan Structures.</p> <p>~ Students will participate in Independent Reading daily for 20 minutes.</p>
<p>YELLOW Success Zone</p> <p>FSA Level 2</p> <p>iReady Profile 3 (one level below)</p> <p>6th – 8th grades iReady Profile 3 Scores 566 – 597</p>	<p>› Profile 3 determine areas of weakness</p> <p>› Consult the student profile in iReady and see detailed next steps for instruction</p> <p>› Progress monitor on a monthly basis to adjust instruction for differentiation.</p> <p>Parents will be notified of the immediate intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: face-to-face meeting, phone call, letter, or email to parents.</p>	<p>~ Core ELA class develops on grade level vocabulary and comprehension with complex text, text-dependent questions, and text-based writing.</p> <p>~ Placement in iReady intervention class for differentiated instruction</p> <p>~ Small group instruction in iReady intervention class based on profile information</p> <p>~ Content Area classes will implement reading strategies such as Cornell Notes, Text Complexity, Vocabulary Development, comprehension strategies, and Kagan Structure.</p> <p>~ Students will participate in Independent Reading daily for 20 minutes.</p>

<p>GREEN Success Zone</p> <p>FSA Levels 3 – 5</p> <p>iReady Profile 4 or 5 (on or above level)</p> <p>6-8 iReady Profile 4 or 5 Scores 598 – 684</p>	<ul style="list-style-type: none"> › Profile 4 and 5 – continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonics and fluency at the word and/or connected text level. › Progress monitor on a monthly basis to adjust instruction. 	<ul style="list-style-type: none"> ~ Core ELA class will provide enhanced instruction in development of vocabulary and comprehension with complex text, text dependent questions, and text-based writing. ~ Content Area classes will implement reading strategies such as Cornell Notes, Text Complexity, Vocabulary Development, comprehension strategies, and Kagan Structure. ~ Students will participate in Independent Reading daily for 20 minutes.
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Programs Monitoring Assessments: Study Island and Adaptive Intervention Solutions		
Grade/s: 9 th – 12 th grades		Date(s):
IF:	Then:	Programs / Materials / Strategies:
<p>RED Success Zone</p> <p>Scores between 0 – 59%</p>	<p>▸ Students will be determined to have a reading deficiency as evidenced by an FSAELA level 1 or 2 as well as Study Island scores in the Inadequate and Below Satisfactory range.</p> <p>Parents will be notified of the intensive reading interventions that are being used to help their child improve his/her reading ability. One or more of the following forms of notification will be used: faceto-face meeting, phone call, letter or email.</p>	<ul style="list-style-type: none"> ~ Differentiated instruction in reading classes will be provided in the area of identified need according to the individual student’s data profile. The intensity will be based on student need and response to the intervention. ~ Instruction will focus on developing grade level vocabulary, comprehension, word analysis, and fluency skills through targeted Study Island lessons. ~ If progress monitoring data indicates that students would benefit from more intensive support, Adaptive Intervention Solutions lessons will be implemented to address identified gaps in skill acquisition. ~ Strategies such as Strategic Instruction Model (SIM) Learning Strategies and Content Enhancement Routines will be used. Close reading will also be utilized as well as short, text-based written response practice. ~ Students will receive core instruction in English classes through Springboard and supplemental materials as identified in the district curriculum guide. Students will practice writing argumentative and informative text-based essays as part of core instruction. ~ English and reading teachers will collaborate in order to align instruction so that skills practiced in English classes will be reinforced during reading classes. ~ Students will receive disciplinary literacy support in the content area classes. Reading and writing strategies will be implemented as appropriate to support reading in the content area including Cornell notes, close reading at the appropriate level of text complexity, vocabulary development, comprehension strategies, and cooperative learning structures.
<p>YELLOW Success Zone</p> <p>Scores between 60 – 69%</p>	<p>▸ Differentiated instruction in reading classes will be provided in the area of identified need according to the individual student’s data profile. The intensity of the instruction will be based on student need and response to the intervention.</p>	<ul style="list-style-type: none"> ~ Instruction will focus on developing grade level vocabulary, comprehension, word analysis, and fluency skills through targeted Study Island lessons and supplemental core instructional materials. Strategies such as Strategic Instruction Model (SIM) Learning Strategies and Content Enhancement Routines will be used. Close reading will also be utilized as well as short, text-based written response practice. ~ Students will receive core instruction in English classes through Springboard and supplemental materials as identified in the district curriculum guide. ~ English and reading teachers will collaborate in order to align instruction so that skills practiced in English classes will be reinforced during reading classes. Students will practice writing argumentative and informative text-based essays as part of core instruction. ~ Students will receive disciplinary literacy support in the content area classes. Reading and writing strategies will be implemented as appropriate to support reading in the content area including Cornell notes, close reading at the appropriate level of text

		<p>complexity, vocabulary development, comprehension strategies, and cooperative learning structures.</p> <ul style="list-style-type: none"> ~ Kahn Academy and SAT/ACT practice resources will be utilized, and progress will be monitored by reading teachers with students in grades 11-12.
<p>GREEN Success Zone</p> <p>Scores between 70 – 100%</p>	<ul style="list-style-type: none"> ▸ Students will receive core instruction in English classes through Springboard and supplemental materials as identified in the district curriculum guide. 	<ul style="list-style-type: none"> ~ Students will receive disciplinary literacy support in the content area classes. Reading and writing strategies will be implemented as appropriate to support reading in the content area including Cornell notes, close reading at the appropriate level of text, complexity, vocabulary development, compression strategies, and cooperative learning structures. ~ Kahn Academy and SAT/ACT practice resources will be made available to students to enhance their literacy skills. ~ Students will have the opportunity to take Honors, Advanced Placement and dual-enrollment classes.

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:** Hendry
- 2. Contact name for schools covered on this plan:** Lucinda Kelley
- 3. Contact phone number:** (863) 674-4555
- 4. Contact email:** kelleyl@hendry-schools.net
- 5. Schools covered by this plan:** LaBelle Elementary School

Section 2: Length of School Day

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

- 1. School start time:** 8:00 am
- 2. School dismissal time:** 3:00 pm
- 3. Total number of instructional minutes per day:** 290 minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 150 minutes

Section 3. Instructional Design

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

All students enrolled at LaBelle Elementary will participate in extra time. Students who successfully passed the FSA with a 4-5 will receive enrichment activities in their small-groups. They will also receive interventions based on needs identified by iReady, STAR reading assessment, and classroom work.

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- 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.**

To ensure that the intensive reading instructional time is taught by effective teachers, the ELA teachers in grades 3-5 have a previous VAM score of effective or highly effective. The teachers who teach K-2, who were teaching last year, have an effective or highly effective evaluation.

- 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.**

During intensive reading, students will receive small group instruction based on their specific identified needs. Systematic and explicit instruction using Phonics for Reading, and Fountas & Pinnell Leveled Literacy Intervention System, as well as computer-based instruction utilizing Study Island and Reading Eggs are being used to accelerate progress of students with a reading deficiency. These interventions have not been previously implemented.

- 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.**

In order to meet the specific areas of deficiencies of every student, iReady data is used to group students. Once the initial diagnostic is taken, teachers and administration use the data to identify the grouping of students. This grouping is changed after each diagnostic, as well as through periodic updates based on their iReady lessons.

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

During intensive reading, students will receive small group instruction based on their specific identified needs. Because of the small group, teachers will be able to facilitate more guided practice and feedback. To ensure that this is occurring,

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administration is involved in the grouping process, as well as monitoring regularly small groups to ensure the fidelity of implementation.

- 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.**

Through the use of the ELA curriculum, students are exposed to multiple areas of focus, especially social studies and science text. The incorporation of non-fiction texts within the reading curriculum allows for teachers to address multiple areas of focus within one text. A greater emphasis has been placed on attacking word problems in math to increase the awareness of key words as well as reading skills necessary to be successful.