

# Lee 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:** Wanda Creel **Contact**

**Email:** [wandagc@leeschools.net](mailto:wandagc@leeschools.net)

**Contact Telephone:** 239-337-8308

## 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	53	54	54	56	54	57	59

	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	50	51	52	53	52	55	57

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	30	27	30	24	29	22	20
White/Hispanic	20	19	21	17	20	15	14
Economically Disadvantaged/Non-Economically Disadvantaged	20	19	21	17	22	15	14
Students with Disabilities/Students without Disabilities	38	35	39	32	41	29	26
English Language Learners/ Non-English Language Learners	37	34	40	31	39	28	25

\* 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.**

The funds provided by the Reading K-12 Plan are used to increase student achievement in Reading and FSA-ELA through the purchase of instructional materials that provide targeted reading instruction, progress monitoring tools, the funding of reading coaches and personnel with reading expertise, as well as professional development to increase knowledge and skills in the area of reading. In addition, we use funds for 3<sup>rd</sup> grade summer reading camp.

**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?**

All students, K-12 will take the STAR reading assessment and the data is automatically accessible to teachers, school administrators, and district administrators. Administrators at the district and school level will review the progress monitoring data to determine strengths and weaknesses and collaborate to develop and implement support plans for differentiation. The Research and Assessment teams, Academic Services and School Development Administrators work with Principal Leads, which in turn meet with School Level Administration and teachers through data dialogues and PLCs to determine interventions and best practices for improving student achievement.

**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.**

All schools will use STAR Reading assessment to progress monitor in grades 1-12. Grades K-2 will also use STAR Early Literacy to progress monitor. STAR Reading data will be monitored by school level administration, as well as the Academic Leadership Team, the School Development Team, the Research and Assessment Team and members of the Superintendent's Cabinet. In addition, teachers may use the adaptive STAR reading assessment at any time for additional progress monitoring or use formative data checks that were developed by district and school personnel.

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

STAR Reading data will be collected and reviewed a minimum of three times per year. Students in grades K-12 will be given the STAR Reading assessment for progress monitoring at the beginning of the year, mid-year and at the end of the third quarter to measure growth and assist teachers with data-driven instruction. Schools may choose to assess more frequently if needed to monitor progress at more frequent intervals.

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

District and school level administrators will review the progress monitoring data to determine which students are falling behind and create a plan of action/support. Multiple district departments, such as ESE, MTSS, ESOL and other members of Academic Services, will have regularly scheduled meetings to discuss data and help schools determine appropriate targeted interventions.

**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?**

Academic Services oversees the alignment of resources and guidance documents that target grade level standards based instruction. School based administrators ensure that classroom instruction is aligned to grade level Florida Standards through the review of lesson plans and through their conversations with teachers during PLC time.

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

School Development works with principals and Human Resources to monitor instruction with the use of classroom walk-thru tools, as well as reviews of lesson plans.

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

Classroom walk-thru data is collected by administrators at a minimum of two times per year. In addition, formal observations are collected by administrators bi-annually.

PLCs provide a structure that focuses on data-driven instruction that is systematic and explicit. All teachers and administrators use time during the PLC process to analyze data, share best practices and develop instruction that targets the needs of the students.

Lesson plans are reviewed on an on-going basis at the school level to ensure that teachers are planning for standards based instruction as well as meeting the needs of all learners through differentiated instruction.

**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?**

School administrators and district administrators oversee and make instructional decisions regarding provision and use of informational text in a variety of mediums. District staff in Academic Services and the Instructional Technology Department, as well as school level administration, will monitor classroom use during walk-thrus, PLC conversations, and through district usage data.

**B. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?**

The district instructional materials' committees work with publishers to ensure that all materials and instructional systems are accessible, flexible and that students have access to a variety of increasingly complex texts in a variety of mediums. The Instructional Resources column for all K-12 Literacy/Reading Curriculum Maps specifically identifies the use of text-based instruction, and includes an emphasis on the use of complex text. The K-5 Curriculum Plans include the use of content area non-fiction reading materials for the teaching of comprehension and building content knowledge. The 6-12 ELA/Reading Plans include close reading opportunities with complex text in varying mediums in order to increase the amount and variety of complex text and/or close reading opportunities. All core content areas also include close reading strategies to support the K-12 Reading Plan.

There are a variety of electronic research databases that are provided by the district in which teachers are supported in accessing complex text to provide for additional exposures. Literacy staff within the Curriculum and Staff Development department provide training for teachers on how to select complex text and develop close reading lessons. The School District of Lee County's Digital Classroom Plan provides a single source of contact for teachers and students to access digital content. Included in this plan are online resources like Compass Learning, Britannica, electronic library materials, and additional content through Safari Montage to increase instruction with varying mediums and complex texts. School administrators and district administrators are overseeing the aforementioned district initiatives and they will monitor classroom use during walk-thrus, PLC conversations, and district usage data. Overdrive is also used so that students have access to electronic novels and informational texts with their chromebooks.

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

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

The Chief Academic Officer, School Development Executives, the ESE & MTSS Department, the Curriculum Department, as well as Academic Services and school based administrators will ensure that the UDL principles are part of classroom instruction.

**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)?**

Administrators are working in district and school level Professional Learning Communities to plan and monitor standards based instruction, as well as problem solve when learning barriers are identified. In addition, district level and school level problem solving teams meet regularly to determine, select, and implement effective UDL principles in instructional design and delivery. To assist with data collection, district administrators and teachers will be given the UDL Classroom Look-Fors Capture Sheet provided by the Just Read, Florida office to assist with improving instructional practices that are effective and accessible to all learners. Classroom walk-throughs are conducted by school level administrators at a minimum of two times per year in addition to required formal observations. PLCs convene on a monthly basis with administrators to align and implement effective strategies and supports to ensure students at all levels and abilities are successful with grade level expectations. All of these teams and staff meet to review findings from progress monitoring data, as well as discuss opportunities for growth and adjustments to consider with IEPs, 504 plans, and Individual Intervention Plans for ELL and MTSS, as well as review data from the Compass differentiated learning paths report.

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

Quarterly, this evidence will be formally collected and discussed during data chats and then on a more frequent basis during school PLC time to foster discussion with problem solving.

- 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?**

This is a joint effort between the Curriculum Department and the Professional Development department.

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

\$422,235.00 will be used to fund professional development for reading. In addition, other funds are used to support reading endorsement classes and other trainings that support the K12 Reading Plan.

- 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 ESE Department works with FDLRS and Professional Development to ensure this training is entered into the Master Inservice Plan.

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

Training and trainers will be used to support reading Professional Development. We will also use trainers and/or funds from FDLRS, ESE Budget and Title 2 funds as more expertise is needed.

### **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.**

<http://www.leeschools.net/cache/files/0/3/03ab69dc-691e-4829-babf-38de74eecd52/8365376D550B60A342ABF278470ECB30.c-30.02-coach-reading-.pdf>  
(Reading Coach)

<http://www.leeschools.net/cache/files/5/2/523fa237-22aa-4f84-ab0f-5e25b3a76640/B5C4E9A10245B4111512B9C54533D750.c-30.04-literacy-coach-.pdf>  
(Literacy Coach)



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

14 high schools Bonita High School, , 16 middle schools, 4 special centers, 4 K-8 schools (see chart)

**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.**

High schools and middle schools have received top priority with allocation of reading coaches as the gaps and needs in reading are vast. In addition, there are fewer teachers and administrators at the secondary level who have specialized knowledge in reading instruction. As a result, high schools receive a full-time coach through FEFP as these students have large deficits and a minimal amount of time to close the gap. Middle schools and K-8 schools receive FEFP funding for a part-time coach; however, most schools fund the other half of the coach position with alternative funding sources. Elementary schools have been able to fund the coach role with alternative funding sources. Additionally, many schools have additional coach supports through either Title One resources or through the district's sustainability plan from the Teacher Incentive Grant.

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

- a. Elementary:2.5
- b. Middle:8
- c. High:16

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

School wide FSA ELA data is used to determine effectiveness of coaches through the Teacher Evaluation System. The state also provides a VAM rating based on student achievement. The district reviews this data to make staffing decisions.

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

1,873,338.00 salaries and benefits cost

**Supports for Identification and Intervention of Students With Reading Deficiencies**

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

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

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

No schools will be provided reading intervention teachers using this reading allocation. Schools are funding those positions with other grants and internal funding sources.

**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 district does fund teachers outside of this funding source to schools with the greatest need based on student achievement data.

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

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

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

0

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

Language Live!, Really Great Reading, SRA, ReadyGen, Read 180, System 44, Edge and Inside

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

752487.00

**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.**

General funding and other resources will be used to provide systematic, explicit instruction on oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension to address the needs of all learners and provide multisensory acquisition with the four modalities.

## Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Bethany Quisenberry

2. **Email Address:**[bethanylq@leeschools.net](mailto:bethanylq@leeschools.net)

3. **Phone Number:**239-334-1102

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

Bonita Elementary, Colonial Elementary, Edgewood Elementary, Franklin Park Elementary, James Stephens, Lehigh Elementary, Manatee Elementary, Orange River Elementary, Ray V. Pottort Elementary, Tortuga Elementary (Information regarding summer reading camps is subject to change.)

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

a. **Start Date:**June 10, 2019

b. **Which days of the week is SRC offered:**Monday - Thursday

c. **Number of instructional hours per day in reading:**5

d. **End Date:**July 25, 2019

e. **Total number of instructional hours of reading:**125 total

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

yes

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

1:15

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

No. We do offer 5<sup>th</sup> quarter and summer school programs to support students in other grade levels K-5, as well as Pre-K.

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

STAR Reading – Baseline and Post

### **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	530170.00
District expenditures on reading coaches	1873338.00
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	752487.00
District expenditures on professional development	422235.00
District expenditures on summer reading camps	500000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	4078230.00
Amount of district research-based reading instruction allocation for 2018-2019	4078230.00

**APPENDIX A**

<b>Reading Plan for K-12 FY18-19</b> <b>March 1, 2017</b> <b>Curriculum Resource Room</b>		
<b>Topic</b>	<b>Timeframe/Presenter</b>	<b>Vision 2020</b>
<ul style="list-style-type: none"> <li>• K-1 Reading Plan FY18</li> </ul>	<p align="center">Shanna Flecha Brandy Macchia</p>	Goal 1 – Increase Student Achievement
<ul style="list-style-type: none"> <li>• 3-5 Reading Plan FY18</li> </ul>	<p align="center">Shanna Flecha Brandy Macchia</p>	Goal 1 – Increase Student Achievement
<ul style="list-style-type: none"> <li>• 6-8 Reading Plan FY18</li> </ul>	<p align="center">Lori Houchin Dr. Santini</p>	Goal 1 – Increase Student Achievement
<ul style="list-style-type: none"> <li>• 9-12 Reading Plan FY18</li> </ul>	<p align="center">Lori Houchin Gerald Demming Melissa Robery</p>	Goal 1 – Increase Student Achievement
<ul style="list-style-type: none"> <li>• ESE Plan</li> </ul>	<p align="center">Chuck Bradley</p>	Goal 1 – Increase Student Achievement
<ul style="list-style-type: none"> <li>• ELL Plan</li> </ul>	<p align="center">Evelyn Rivera</p>	Goal 1 – Increase Student Achievement
<ul style="list-style-type: none"> <li>• Roundtable discussion regarding next steps and implementation</li> </ul>	<p align="center">All</p>	Goal 1 – Increase Student Achievement
<ul style="list-style-type: none"> <li>• Next Steps</li> </ul>	<p align="center">Present to Superintendent’s Cabinet March 30, 2017</p>	Goal 1 – Increase Student Achievement
<ul style="list-style-type: none"> <li>• Good of the Order</li> </ul>	<p align="center">Meet quarterly in DataForce meetings beginning in August to discuss alignment and progress of SPP and K12 Reading.</p>	Goal 1 – Increase Student Achievement

## 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;

## K – 2 Assessment and Curriculum Decision Tree

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p><b>Kindergarten-2<sup>nd</sup> Grade</b></p> <p>Administer the STAR Early Literacy for all Kindergarten and Grade 1 students and the STAR Reading for all Grade 2 students.</p> <p>Mid-year, grade one students may also be tested on STAR Reading.</p> <p>Students who are not showing proficiency on STAR Early Literacy will continue to be monitored with this assessment to address deficits iii.</p>	<p>Assessment Period 1: August/September 2018</p> <p>Assessment Period 2: January 2019</p> <p>Assessment Period 3: March 2019</p>	<p>Student’s Percentile Rank places them as meets or exceeds grade level benchmark</p> <p>Scaled score of 497-529 for Kindergarten</p>	<p>Continue with initial instruction (ii) that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics and fluency at the word and/or connected text level.</p> <p>Provide comprehension instruction, focusing on strategic listening/reading that includes explicit instruction in using before, during, and after comprehension strategies.</p>	<p>-Pearson Reading Street</p> <p>-Small group differentiated instruction that focuses on before, during, and after reading strategies and the six components of reading</p> <p>- District-approved Supplemental Intervention Reading Program(s): Read 180, Ready Gen</p> <p>- District Approved Phonics Program(s): Spalding, Saxon, Really Great Reading, System 44</p> <p>-Compass Learning for differentiation support</p>
		<p>Student’s Percentile Rank places them as minimally below grade level benchmark</p> <p>Or</p> <p>Student’s Percentile Rank places them as substantially below grade level benchmark</p> <p>Scaled score of 438-496 or Scaled score of 437 and below for Kindergarten</p>	<p>Analyze data results, such as fluency checks to determine the level and content of daily differentiated intervention and to provide targeted, prescriptive instruction.</p> <p><b>Note: Students scoring in the minimally or substantially below grade level benchmark category will receive immediate intensive intervention (iii) five days per week for a minimum of 30-45 minutes per day beyond the 90 minute reading block in groups of 5 – 7 students. Students will receive a district approved supplemental intervention program to target deficits and address needs.</b></p>	<p>- Pearson Reading Street</p> <p>- Pearson My Sidewalks (intervention)</p> <p>- District-approved Supplemental Intervention Reading Program(s): Read 180, Ready Gen</p> <p>- District Approved Phonics Program(s): Really Great Reading, System 44</p> <p>- Daily small group or individualized differentiated intervention targeted to meet student’s instructional needs (immediate intensive intervention) Compass Learning for differentiation support</p> <p>-Oral Language Development through the use of Read Alouds</p> <p>-Multi-sensory strategies for visual, auditory, kinesthetic, and tactile strategies will be used to support learning needs. Oral language development, along with the Fab Five will be delivered in both small group and whole group instruction and be taught in a systematic and explicit manner using more than 1 sensory skill during learning.</p>
<p><b>Parents are notified of their child’s progress with STAR quarterly reports as well as interim and quarterly report cards that indicate on grade level progress.</b> Should students not respond to specific reading intervention, for the upcoming year the district will: 1) provide support for investigating if areas of the instructional delivery component of the classroom are in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide; 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team to solidify the support of the teachers in reinforcing reading skills. 4) MTSS process initiated with parent involvement and communication.</p>				

### 3 – 5 Assessment and Curriculum Decision Tree

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p><b>Grade 3- 5</b></p> <p>Administer the STAR Reading for all Grade 3-5 students</p> <p>Administer the English/Language Arts Florida Standards Assessment for all students</p>	<p>Assessment Period 1: August/ September 2018</p>	<p>Student’s Percentile Rank places them as meets or exceeds grade level benchmark or FSA ELA levels 3-5</p>	<p>Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<p>-Pearson Reading Street</p> <p>-Small group differentiated instruction that focuses on before, during, and after reading strategies and the six components of reading</p> <p>- District-approved Supplemental Intervention Reading Program(s): Read 180, SRA Reading Mastery, Ready Gen</p> <p>- District Approved Phonics Program(s): Spalding, Saxon, Really Great Reading, System 44</p> <p>-Compass Learning for differentiation support</p>
	<p>Assessment Period 2: January 2019</p> <p>Assessment Period 3: March 2019 &amp; April (English/ Language Arts Florida Standards Assessment )</p>	<p>Student’s STAR Reading Percentile Rank places them as minimally below grade level benchmark or FSA ELA Levels 1-2</p> <p>OR</p> <p>Student’s Percentile Rank places them as substantially below grade level benchmark or FSA ELA Levels 1-2</p>	<p>Analyze data results, such as fluency checks, to determine the level and content of daily differentiated intervention and to provide targeted, prescriptive instruction.</p> <p><b>Note: Students scoring in the minimally or substantially below grade level benchmark category will receive immediate intensive intervention (iii) five days per week for a minimum of 30-45 minutes per day beyond the 90 minute reading block in groups of 5 – 7 students. Students will receive a district approved supplemental intervention program to targets deficits and address needs.</b></p>	<p>-Pearson Reading Street</p> <p>-Pearson My Sidewalks</p> <p>-Small group differentiated instruction that focuses on before, during, and after reading strategies and the six components of reading</p> <p>- District-approved Supplemental Intervention Reading Program(s): Read 180, SRA Reading Mastery, Ready Gen</p> <p>- District Approved Phonics Program(s): Spalding, Saxon, Really Great Reading, System 44</p> <p>-Compass Learning for differentiation support</p>
<p><b>Parents are notified of their child’s progress with STAR quarterly reports as well as interim and quarterly report cards that indicate on grade level progress</b> Should students not respond to specific reading intervention, for the upcoming year the district will: 1) provide support for investigating if areas of the instructional delivery component of the classroom are in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide; 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team to solidify the support of the teachers in reinforcing reading skills. 4) MTSS process initiated with parent involvement and communication.</p>				



## STAR Reading Achievement Level Ranges

### STAR Reading and STAR Early Literacy

\*A correlation study will be conducted to compare STAR data with FSA ELA data, so this chart may adjust when scores get reported.  
We will update in the event that the data determines a need to adjust.

	<b>K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup></b>
	<b>Percentile Rank Range</b>
<b>Level 5 (Advanced)</b>	91 - 99
<b>Level 4 (Exceeds)</b>	75 - 90
<b>Level 3 (Meets)</b>	55 - 74
<b>Level 2 (Min. Below)</b>	25 - 54
<b>2b</b>	40 - 54
<b>2a</b>	25 - 39
<b>Level 1 (Sub. Below)</b>	0 - 24
<b>1c</b>	17 - 24
<b>1b</b>	9 - 16
<b>1a</b>	0 - 8

**6-8 Assessment and Curriculum Decision Tree**

<b>CHART G: Middle School/High School Assessment/Curriculum Decision Tree, Grades 6-8</b>			<b>District Name: Lee County School District</b>		
<b>Assessment</b>	<b>If</b>	<b>Then</b>	<b>Materials/Activities</b>	<b>Length/Duration of Intervention</b>	<b>Class Size Cap</b>
FSA ELA Reading	Student scores Level 1 or Level 2 on FSA-ELA or does not have a state assessment score	Administer reading placement test or STAR Reading test. Use data to determine if student has decoding or text efficiency issues. If so, recommend placement in intensive reading with decoding support. If not, place in intensive reading or content area course with instructional supports.	Depending on results, placement in (6 <sup>th</sup> – 8 <sup>th</sup> ) Reading using - Cengage <i>Inside</i> ; <i>Language Live</i> ; <i>Compass Learning</i>	6 <sup>th</sup> – 8 <sup>th</sup> = 65 minutes every other day. May receive extended time in reading by scheduling every day.	22 + 3
	Student scores Level 1 on FSA-ELA or reading placement test shows phonics deficits	Administer placement test for reading program to determine if <b>phonics</b> is a need. If so, recommend placement in intensive reading with a phonics component.	Phonics needed - Placement in Reading using: 6 <sup>th</sup> – 8 <sup>th</sup> <i>Language Live</i> ; <i>Compass Learning</i>	6 <sup>th</sup> – 8 <sup>th</sup> = 65 minutes every other day. May receive extended time in reading by scheduling every day.	22 + 3
	Student scores Level 2 on FSA-ELA or reading placement test shows fluency deficits	Administer placement test for reading program to determine if <b>fluency</b> is a need. If so, recommend placement in intensive reading with a fluency component.	Fluency needed - Placement in Reading using: <i>Compass Learning</i> and 6 <sup>th</sup> – 8 <sup>th</sup> <i>Cengage Inside</i> (Level 2); <i>Language Live</i> (Level 1)	6 <sup>th</sup> – 8 <sup>th</sup> = 65 minutes every other day. May receive extended time in reading by scheduling every day.	22 + 3
	Student scores Level 2 on FSA-ELA or reading placement test shows vocabulary and/or comprehension deficits	Administer placement test for reading program to determine <b>vocabulary and/or comprehension</b> needs. Place in intensive reading or content area course with instructional supports.	Vocabulary/Comprehension needed - Placement in Reading using: <i>Compass Learning</i> and 6 <sup>th</sup> – 8 <sup>th</sup> <i>Cengage Inside</i>	6 <sup>th</sup> – 8 <sup>th</sup> = 65 minutes every other day. May receive extended time in reading by scheduling every day.	25

	Student scores Level 3-5 on FSA-ELA	Place in a reading class, advanced reading class or research class to continue support with LAFS standards through critical reading/writing/thinking opportunities with multiple text types and genres.	6 <sup>th</sup> – 8 <sup>th</sup> – <i>Scholastic Expert 21</i> for Developmental Reading	6 <sup>th</sup> – 8 <sup>th</sup> = 65 minutes a day for 5 days per 2 weeks.	25
--	-------------------------------------	---	---	--	----

Should students not respond to specific reading intervention for the upcoming school year, the district will: 1) provide support for investigating if area of the instructional delivery component of the classroom is in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district’s pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Elementary level or in ESE that target specific, diagnosed areas of need for individual students); 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school’s Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

<b>Progress Monitoring Assessments</b>	<b>If</b>	<b>Then</b>	<b>Programs/Materials/Strategies</b>
STAR Reading (Testing windows are Baseline in August, Re-test in December and March) All FSA-ELA Levels	Student scores high FSA Success Probability (Green Zone) High Level 2 (Percentile Rank 40-54)	Continue to serve student in reading. Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.	6 <sup>th</sup> – 8 <sup>th</sup> Cengage <i>Inside; Compass Learning; Expert 21</i>
STAR Reading (Testing windows are Baseline in August, Re-test in December and March) All FSA-ELA Levels	Student scores a FSA Success Probability – (Yellow or Red Zone) Low level 1, Mid-level 1, High Level 1 or Low Level 2 - (Percentile Rank of 39 or less)	Continue to serve student in reading intervention; determine if student is properly placed by monitoring lexile growth. Use ongoing progress monitoring tools between assessment windows to ascertain progress.	6 <sup>th</sup> – 8 <sup>th</sup> Cengage <i>Inside; Language Live; Compass Learning</i>
FSA ELA – Follow state test calendar	Student scores L1 or L2	Implement the <i>Assessment and Curriculum Decision Tree</i>	As stated in the <i>Assessment and Curriculum Decision Tree</i>

**STAR Reading and SEL**

	<b>K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup></b>	<b>6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11, 12<sup>th</sup></b>
	<b>Percentile Rank Range</b>	<b>Percentile Rank Range</b>
<b>Level 5 (Advanced)</b>	91 - 99	85 - 99
<b>Level 4 (Exceeds)</b>	75 - 90	65* - 84
<b>Level 3 (Meets)</b>	55 - 74	45** - 64
<b>Level 2 (Min. Below)</b>	25 - 54	20 - 44
	<b>2b</b>	40 - 54
	<b>2a</b>	25 - 39
		33 - 44
		20 - 32
<b>Level 1 (Sub. Below)</b>	0 - 24	1-19
	<b>1c</b>	17 - 24
	<b>1b</b>	9 - 16
	<b>1a</b>	0 - 8
		14 - 19
		8 - 13
		1 - 7

\*HS (Grade 10) Spring ACT Reading College Readiness Score

\*\*HS (Grade 10) Spring ACT English College Readiness Score

A correlation study was conducted to show alignment between FSA Achievement Levels and STAR Reading Percentile Ranks. The chart to the left shows the correlation for 2017-2018. This may be adjusted when scores are received and this chart will then be updated.

**9-12 Assessment and Curriculum Decision Tree**

<b>CHART G: Middle School/High School Assessment/Curriculum Decision Tree, Grades 9-12</b>			<b>District Name: Lee County School District</b>		
<b>Assessment</b>	<b>If</b>	<b>Then</b>	<b>Materials/Activities</b>	<b>Length/Duration of Intervention</b>	<b>Class Size Cap</b>
FSA ELA Reading	Student scores Level 1 or Level 2 on FSA-ELA or does not have a state assessment score	Administer reading placement test or STAR Reading test. Use data to determine if student has decoding or text efficiency issues. If so, recommend placement in intensive reading with decoding support. If not, place in intensive reading or content area course with instructional supports.	Depending on results, placement in (9 <sup>th</sup> – 12 <sup>th</sup> ) Intensive Reading using - <i>Cengage Edge; System 44; Read180; Teengagement; Compass Learning</i>	9 <sup>th</sup> -12 <sup>th</sup> = 84 minutes every other day. May receive extended time in reading by scheduling every day.	22 + 3
	Student scores Level 1 on FSA-ELA or reading placement test shows phonics deficits	Administer placement test for reading program to determine if <b>phonics</b> is a need. If so, recommend placement in intensive reading with a phonics component.	Phonics needed - Placement in Intensive Reading using: 9 <sup>th</sup> – 10 <sup>th</sup> <i>System 44</i> (<600 lexile) <i>or</i> <i>Read180</i> (level 1 & >600 lexile) & <i>Compass Learning</i> ; 11 <sup>th</sup> – 12 <sup>th</sup> <i>Cengage Inside Level A or B; Compass Learning</i>	9 <sup>th</sup> -12 <sup>th</sup> = 84 minutes every other day. May receive extended time in reading by scheduling every day.	22 + 3
	Student scores Level 2 on FSA-ELA or reading placement test shows fluency deficits	Administer placement test for reading program to determine if <b>fluency</b> is a need. If so, recommend placement in intensive reading with a fluency component.	Fluency needed - Placement in Intensive Reading using: <i>Compass Learning</i> and 9 <sup>th</sup> – 10 <sup>th</sup> <i>Read180</i> (level 1 & >600 lexile); 11 <sup>th</sup> – 12 <sup>th</sup> <i>Cengage Inside Level A or B; Teengagement</i>	9 <sup>th</sup> -12 <sup>th</sup> = 84 minutes every other day. May receive extended time in reading by scheduling every day.	22 + 3
	Student scores Level 2 on FSA-ELA or reading placement test shows vocabulary and/or comprehension deficits	Administer placement test for reading program to determine <b>vocabulary and/or comprehension</b> needs. Place in intensive reading or content area course with instructional supports.	Vocabulary/Comprehension needed - Placement in Intensive Reading using: <i>Compass Learning</i> and 9 <sup>th</sup> – 12 <sup>th</sup> <i>Cengage Edge Level B or C; Teengagement</i>	9 <sup>th</sup> -12 <sup>th</sup> = 84 minutes every other day. May receive extended time in reading by scheduling every day.	25
Should students not respond to specific reading intervention for the upcoming school year, the district will: 1) provide support for investigating if area of the instructional delivery component of the classroom is in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or					

training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district’s pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Elementary level or in ESE that target specific, diagnosed areas of need for individual students); 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school’s Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

<b>Progress Monitoring Assessments</b>	<b>If</b>	<b>Then</b>	<b>Programs/Materials/Strategies</b>
STAR Reading (Testing windows are Baseline in August, Re-test in December and March) All FSA-ELA Levels	Student scores high FSA Success Probability (Green Zone) High Level 2 (Percentile Rank 48-59)	Continue to serve student in reading intervention. Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.	9 <sup>th</sup> – 12 <sup>th</sup> Cengage <i>Edge</i> ; <i>Teengagement</i> ; <i>Compass Learning</i>
STAR Reading (Testing windows are Baseline in August, Re-test in December and March) All FSA-ELA Levels	Student scores a FSA Success Probability score of 84% or less – (Yellow or Red Success Zone) Low level 1, High Level 1 or Low Level 2 (Percentile Rank of 47 or less)	Continue to serve student in reading intervention; determine if student is properly placed by monitoring lexile growth. Use ongoing progress monitoring tools between assessment windows to ascertain progress.	9 <sup>th</sup> – 12 <sup>th</sup> Cengage <i>Edge</i> ; <i>System 44</i> ; <i>Read180</i> ; <i>Teengagement</i> ; <i>Compass Learning</i>
FSA ELA	Student scores L1 or L2	Implement the <i>Assessment and Curriculum Decision Tree</i>	As stated in the <i>Assessment and Curriculum Decision Tree</i>

### STAR Reading and SEL

	<b>K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup></b>	<b>6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11, 12<sup>th</sup></b>
	<b>Percentile Rank Range</b>	<b>Percentile Rank Range</b>
<b>Level 5 (Advanced)</b>	91 - 99	85 - 99
<b>Level 4 (Exceeds)</b>	75 - 90	65* - 84
<b>Level 3 (Meets)</b>	55 - 74	45** - 64
<b>Level 2 (Min. Below)</b>	25 - 54	20 - 44
	<i>2b</i>	40 - 54
	<i>2a</i>	25 - 39
<b>Level 1 (Sub. Below)</b>	0 - 24	1-19
	<i>1c</i>	17 - 24
	<i>1b</i>	9 - 16
	<i>1a</i>	0 - 8
		1 - 7

\*HS (Grade 10) Spring ACT Reading College Readiness Score

\*\*HS (Grade 10) Spring ACT English College Readiness Score

A correlation study was conducted to show alignment between FSA Achievement Levels with STAR Percentile Ranks. The chart to the left shows the correlation for 2017-2018. This may be adjusted when scores are received and this chart will then be updated.

## 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:** Lee County Schools
- 2. Contact name for schools covered on this plan:** Michelle Freeman, Scott LeMaster, Kelly Stedman, Rob Mazzoli
- 3. Contact phone number:** 239-461-8412
- 4. Contact email:** [bethanylq@leeschools.net](mailto:bethanylq@leeschools.net)
- 5. Schools covered by this plan:** Franklin Park, Manatee Elementary, James Stephens International Academy, Edgewood 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:** 7:55 A.M.
- 2. School dismissal time:** 2:40 A.M.
- 3. Total number of instructional minutes per day:** 370 minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 180 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.**

Students receive extension and enrichment activities during the extra instructional time through small group instruction and instructional resources that provide differentiated learning paths based on data such as Compass Learning. They are notified by letter that they may opt out, but most students receive this support. Levels 4 and 5 receive targeted instruction through enrichment opportunities like novel studies, writing enrichment, etc. with like peers during the 60 minute intervention/enrichment block. Standards data is used to plan enrichment opportunities for students.

## 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.**

Before the school year began, leadership reviewed both student and teacher data to determine the best placement for students in need of support. The four schools in the lowest 300 have Peer Collaborative Teachers who are rated as effective or highly effective. They work with our teachers to ensure that researched based reading instruction is delivered with fidelity. They monitor instruction, push in as needed and assist teachers with monitoring progress of students. In addition, principals are reviewing formative assessment data and program data to determine best practices so that they can be replicated in the classrooms with other teachers.

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

The four schools follow the multi-tiered system of support outlined in our reading plan and decision chart. Students are given a reading inventory that places them in one of the following new research based reading paths: students with severe decoding issues are placed into intervention programs or receive instruction in foundational phonics skills. Students with limited decoding skills receive intervention in intervention programs and instruction that build on the foundational skills which help students become fluent readers. We are using a foundational phonics program, Really Great Reading, for students with deficits. Students walk to read depending on skill level so that they are receiving the appropriate intervention. Our new programs address morphology for, as well as fluency. In addition, our instructional guides build in fluency practice and probes for each learning unit. The reading programs will be used during intervention and students will receive grade level standards instruction during their core literacy block.

- 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.**

Our schools regularly use reading program data to diagnose reading deficiencies. Fluency data is collected monthly as well as formative data to assess reading. STAR reading is used monthly to assist in building individual Compass learning paths that are differentiated to meet each student's need. This year we are introducing new reading programs that have a multi-tiered approach like IReady, Read 180, and System 44. These programs include a toolbox, screeners, standards mastery tracker, and diagnostics with



## APPENDIX C

prescriptive targeted strategies and skills for teachers to implement with students. Formative assessments are standards based and implemented twice per quarter to monitor standards mastery and inform instructional decisions for intervention and differentiation for small group instruction. Lee County also has an in house data warehouse system that our formative and progress monitoring data feeds into nightly. Our teachers are trained to analyze the data and make instructional decisions for children based on the data.

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

The reading programs that are used in our schools are research based and these programs develop students' skills with the six areas of reading. In addition, our teachers are trained on the Florida Reading Model, as well as the decision tree to make instructional decisions to target reading needs that will most benefit students in this population. Each school is required to have a phonics program and each school also has reading programs such as System 44 and Read 180 as our reading plan indicates.

- 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.**

Instructional Guides were created to assist teachers during the reading block as well as during intervention time. The instructional guides utilize multiple text types so that students are reading a wide array of texts. Instructional guides also include integrated writing applications. In addition, teachers follow an integrated social studies scope and sequence. Curriculum maps and instructional guides were also written for math and science.