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: Mandy Butterfield
Contact Email: Mandy.Butterfield@ocps.net
Contact Telephone: 407-317-3200 ext. 2004142

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	54	55	55	59	55	62	64

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	52	54	54	57	52	60	62

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	33	31	34	28	33	25	22
White/Hispanic	25	21	27	22	26	18	16
Economically Disadvantaged/Non-Economically Disadvantaged	29	27	30	26	25	23	19
Students with Disabilities/Students without Disabilities	40	34	40	35	39	31	26
English Language Learners/ Non-English Language Learners	32	33	34	30	33	26	21

* 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.**

Projected expenditures are expected to impact student achievement in relation to our district-wide goal of Intense Focus on Student Achievement including reading coach positions in our schools to support teachers and students, purchasing of reading intervention programs for students, professional development for administrators, coaches and teachers, third grade summer reading camp, extra hour of instruction at our lowest 300 schools, creating curriculum documents to support teachers with instruction, and funding designated for

charter schools. Engagement within these areas will also help our district work towards narrowing the achievement gap for all students.

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?**

       Student progress monitoring data will be collected by the Research Accountability and Grants Department. Learning community leadership will be responsible for reviewing student progress monitoring data for the schools in their learning communities.

    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.**

       i-Ready diagnostic data will be utilized in grades K-8. Grades 9-10 will be monitored through district-created progress monitoring activities (PMAs) that align to the Language Arts Florida Standards. Additionally, school-level progress monitoring may include i-Ready Standards Mastery, i-Ready Growth Monitoring, district-created culminating tasks and school-created common assessments.

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

       The i-Ready diagnostic and progress monitoring assessments (PMAs) will be administered and monitored three times per year. Other forms of progress monitoring may happen more frequently by learning community leadership.

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

    School-level leadership and learning community leadership are responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate 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?**

       School-level and learning community leadership are responsible for ensuring that classroom instruction is aligned to grade-level Florida Standards. They will be supported with professional learning opportunities and resources by the department of Professional Learning, Curriculum and Digital Learning, and Evaluation Systems. Additional support will be provided by Corrective Programs Senior Administrators, Program Specialists, and district coaches, when applicable.

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

The following data may be collected to demonstrate alignment of classroom instruction: lesson plans, iObservation, informal observations, common planning notes, PLC agendas and notes, student work samples, and walkthrough forms at Corrective Program schools.

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

The learning community leadership will collect this and review this data monthly, at a minimum.

6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.

See Appendix A.

Research-Based Reading Instruction Allocation

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and

- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

<u>Professional Development</u>

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

1. **Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

    The department of Professional Learning is responsible for ensuring that every professional learning opportunity is entered into the district master inservice plan.

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

    The OCPS inservice activities exceed the amount provided by the state for the Research-Based Reading Allocation. Funds are pulled from grants and other district funds to cover the cost of professional development activities

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

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

    An online course is provided for all teachers titled Dyslexia and Reading Disabilities Overview. The component number associated with this course is 2105008.

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.**

    All instructional coaches, including reading coaches, are required to have a current teaching certificate and complete our district-based coaching program called the Facilitative Coaching Series. Additionally, coaches will be highly qualified with grade-level experience. All reading coaches will be certified or working towards completing their Reading Endorsement. School-based principals are responsible for hiring school-based coaches and working with Human Resources to ensure all candidates meet the minimum qualifications as outlined within the job description.

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

    Lakeville Elementary, Cypress Springs Elementary, Hillcrest Elementary, Oakshire Elementary, Lawton Chiles Elementary, Endeavor Elementary, Three Points Elementary Citrus Elementary, Camelot Elementary, Lake Como K-8, Avalon Elementary, Pineloch Elementary, West Creek Elementary, Thornebrooke Elementary, Eagles Nest Elementary Lake Gem Elementary, Princeton Elementary, East Lake Elementary, Riverdale Elementary Lake George Elementary, Killarney Elementary, Andover Elementary, Whispering Oak Elementary, Laureate Park Elementary, Tildenville Elementary, Pinewood Elementary Lockhart Elementary, Union Park Elementary, Zellwood Elementary, Dillard Street Elementary, Lake Silver Elementary, Baldwin Park Elementary, Dream Lake Elementary Conway Elementary, Lakemont Elementary, Orlando Gifted Academy, Azalea Park Elementary, Pine Hills Elementary, Blankner K-8, Rock Lake Elementary, Lake Weston Elementary, Engelwood Elementary, Catalina Elementary, Cheney Elementary Sally Ride Elementary, Brookshire Elementary, Northlake Park Community Elementary, Dover Shores Elementary, Mollie Ray Elementary, Tangelo Park Elementary, Lovell Elementary, Chickasaw Elementary, Spring Lake Elementary, Lancaster Elementary, Bonneville Elementary, Hiawassee Elementary, Mccoy Elementary, Pershing-pine Castle Elementary, Ventura Elementary, Arbor Ridge K-8, Rock Springs Elementary, Ocps Academic Center For Excellence, Metrowest Elementary, Meadow Woods Elementary Windy Ridge K-8, Bay Meadows Elementary, John Young Elementary, Waterford Elementary, Little River Elementary, Winegard Elementary, Dommerich Elementary Hunters Creek Elementary, Westpointe Elementary, Lake Sybelia Elementary, Windermere Elementary, Riverside Elementary, Sadler Elementary, Rosemont Elementary, Apopka Elementary, Maxey Elementary, Southwood Elementary, Hungerford Elementary, Wheatley Elementary, Sunrise Elementary, Bay Lake Elementary, Aloma Elementary, Ivey Lane Elementary, Ridgewood Park Elementary, Shenandoah Elementary, Columbia Elementary Hidden Oaks Elementary, Palmetto Elementary, Millennia Gardens Elementary, Oak Hill Elementary, Ocoee Elementary, Pinar Elementary, Millennia Elementary, Westbrooke Elementary, Lake Whitney Elementary, Dr Phillips Elementary, Deerwood Elementary

Frangus Elementary, Castle Creek Elementary, Shingle Creek Elementary, Sand Lake Elementary, Wyndham Lakes Elementary, Wolf Lake Elementary, Vista Lakes Elementary Stone Lakes Elementary, Sunset Park Elementary, Keenes Crossing Elementary ,Sunridge Elementary, Sun Blaze Elementary, Audubon Park K-8, Wedgefield K-8, Wetherbee Elementary, Forsyth Woods Elementary, Timber Lakes Elementary, Washington Shores Elementary

Howard Middle, Memorial Middle, Legacy Middle, Freedom Middle, Apopka Middle, Ocoee Middle, Lakeview Middle, Hunters Creek Middle, Glenridge Middle, College Park Middle, Lockhart Middle, Maitland Middle, Union Park Middle, Robinswood Middle, Southwest Middle, Jackson Middle, Discovery Middle, Westridge Middle, Walker Middle, Meadowbrook Middle, Corner Lake Middle, Chain Of Lakes Middle, Meadow Woods Middle, Conway Middle, Liberty Middle, Piedmont Lakes Middle, Gotha Middle, Odyssey Middle, Wolf Lake Middle, South Creek Middle, Bridgewater Middle, Avalon Middle, Timber Springs Middle, Innovation Middle, Sunridge Middle, Lake Nona Middle, Carver Middle

Boone High, Edgewater High, Ocoee High, Colonial High, Evans High, Oak Ridge High, Dr Phillips High, University High, Winter Park High, West Orange High, Apopka High, Wekiva High, Timber Creek High, Olympia High, Cypress Creek High, Freedom High, East River High, Windermere High, Lake Nona High, Jones High

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.**

Schools are prioritized based on need as identified by data points, size of student population, and percentage of families who qualify for free and reduced meals. Schools use funding from a variety of sources including Title I to support reading/ literacy coach positions. We utilize the FLDOE reading plan funds to provide additional reading/literacy coach positions as warranted based on the criteria described above.

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

   a. **Elementary:**30.71
   b. **Middle:**17.56
   c. **High:**17.78

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

The effectiveness of reading/literacy coaches is measured through the Marzano i-Observation tool, student data, and other observational data.

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

The total amount from the Researched-Based Instruction Allocation that will be expended next year will be $ 3,563,375.

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 <u>funded through the Research-Based Reading Instruction Allocation</u>?**

   No schools are provided with a reading intervention teacher funded through the Research-Based Reading Instruction Allocation. Monies are used from different sources to fund intervention teachers.

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.**

   Not Applicable.

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.:**

   Reading Plus, System 44, and school-based reading instructional materials are purchased using these funds.

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

   The total amount expended from the Research-Based Reading Instruction Allocation on supplemental materials is $687,350. Additional monies are used from other sources.

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.**

    The funding will come from grants and other district funds, as our district exceeds the amount provided by the state in the reading allocation.

<u>Summer Reading Camps</u>

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:**Meg Bowen

2. **Email Address:**<u>marguerite.bowen@ocps.net</u>

3. **Phone Number:**407-317-3200 ext. 2002788

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

    North Learning Community: Apopka ES, Dream Lake ES, Hungerford ES, Killarney ES, Lakeville ES, Lockhart ES, Lovell ES, Pinewood ES, Prairie Lake ES, Riverside ES, Rock Springs ES, Spring Lake ES, Wheatley ES, Zellwood ES

    Southeast Learning Community: Andover ES, Conway ES, Eagle Creek ES, Lancaster ES, McCoy ES, Meadow Woods ES, Oakshire ES, Sally Ride ES, Shenandoah ES, Sun Blaze ES, Three Points ES, Ventura ES, Wetherbee ES, Winegard ES

    Southwest Learning Community: Bay Lakes ES, Catalina ES, Dover Shores K-8, Eagle's Nest ES, Eccleston ES, Hunters Creek ES, John Young ES, Millennia ES, Millennia Gardens ES, Dr. Phillips ES, Palmetto ES, Pineloch ES, Sadler ES, Shingle Creek ES, Tangelo Park ES, Waterbridge ES

    East Learning Community: Azaelea Park ES, Bonneville ES, Brookshire ES, Castle Creek ES, Cheney ES, Chickasaw ES, Cypress Springs ES, East Lake ES, Engelwood ES, Forsyth Woods ES, Lakemont ES, Lawton Chiles ES, Little River ES, Riverdale ES, Timber Lakes ES, Union Park ES, Waterford ES

    West Learning Community: Citrus ES, Dillard Street ES, Frangus ES, Hiawassee ES, Lake Whitney ES, Maxey ES, MetroWest ES, Oak Hill ES, Orange Center ES, Pine Hills ES, Tildenville ES, Washington Shores ES, West Oaks ES, Whispering Oak ES, Windermere ES

    School Transformation Office: Academic Center for Excellence K-8, Ivey Lane ES, Lake Weston ES, Mollie Ray ES, Orlo Vista ES, Ridgewood Park ES, Rock Lake ES, Rosemont ES

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

   a. **Start Date:**June 4, 2019
   b. **Which days of the week is SRC offered:**SRC will be offered on Mondays, Tuesdays, Wednesdays, and Thursdays. There will be one Friday, June 7, but other than that, students will not report on Fridays.
   c. **Number of instructional hours per day in reading:**6
   d. **End Date:**June 27, 2019
   e. **Total number of instructional hours of reading:**96

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.?**

   Each SRC site principal makes hiring decisions. District guidance indicates those hired should be rated as highly effective.

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

   1:18

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

   Kindergarten, first, and second grade student within Title 1 schools will also be served.

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

   Evidence collected will include observational data and teacher feedback. Student growth will also be measured by pre and post assessment data comparisons, and third grade portfolio completion.

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	$705,074
District expenditures on reading coaches	$3,563,375
District expenditures on intervention teachers	$0
District expenditures on supplemental materials or interventions	$687,350
District expenditures on professional development	$0
District expenditures on summer reading camps	$1,699,516
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	$2,720,295
Flexible Categorical Spending	$0
Sum of Expenditures	$ 9,375,609
Amount of district research-based reading instruction allocation for 2019-2020	$ 9,375,609

K-12 Reading Plan Meeting
April 18, 2019

- ➤ Welcome/Introduction
- ➤ K-12 Reading Plan initial submission-April 30, 2019
  - o Purpose-To create a plan aligned to the State Board of Education's Strategic Plan
  - o Plans reviewed by *Just Read, Florida!*
  - o FDOE will release fund by July 1, 2019
- ➤ District-Level Leadership Section
- ➤ Review Research-Based Reading Instruction Allocation Section
- ➤ Professional Development Section
- ➤ Reading/Literacy Coaches Section
- ➤ Identification and Intervention of Students with Reading Deficiencies
  - o Decision-Tree Elementary/Middle/High
    - ▪ Elements the chart must contain
- ➤ Summer Reading Camps
- ➤ 300 Lowest-Performing Schools
- ➤ Budget

K-12 Reading Plan Meeting

Thursday, April 18, 2019

Name	Position	Signature
Casey Busha	Program Specialist	Amy C Burn
Joelene Vining	Coordinator	Joelene Vining
Mark Ingram	Program Specialist	
Stacie Newmones	Program Specialist	
Jami Brasington	Program Specialist	Jami Bran
Sarah Lukas	Coordinator (MTSS) Coordinator (K-2)	
Mellise Forsyth	Principal	
Diana Greene	Skyward/Information Systems High School Tech	Brelle
Cassandra Boston	Director	C Boston
Rebeca Salmeron	Program Specialist	Rseln
Chrissy DiSanza	Principal	Chrissy DiSay

K-12 Reading Plan Meeting

Thursday, April 18, 2019

Name	Position	Signature
KRIS LYON	COORDINATOR	*(signature)*
Chris Miller	ESE CoorDiNATUR	*(signature)*
Ben Whitehouse	Area Director	*(signature)*
(illegible)	Area Director	*(signature)*
Lindsey Bigelow	Teacher	*(signature)*
Eva Grubbs	Teacher	Eva Grubbs
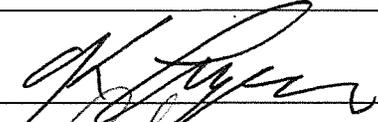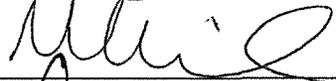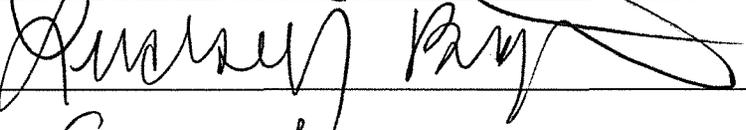
Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Grade Level: Kindergarten

If	Then
Florida Kindergarten Readiness Screener Scale Score of 452-496 (On Watch)	-Whole group instruction in the 90 minute reading block -Small group instruction daily in the 90 minute reading block with a highly qualified teacher - Group size 4-8 students -Instruction will include phonological awareness, phonemic awareness, phonics, decoding, vocabulary and comprehension, as appropriate. -Students will be progress monitored through Common Assessments and i-Ready diagnostics. -Some students may receive targeted intervention in addition to the 90-minute reading block. -For students receiving targeted intervention, see the chart below for interventions designed to match student need. -Students receiving targeted intervention will be progress monitored every 4-6 weeks using tools listed in chart below.
Florida Kindergarten Readiness Screener Scale Score of 438-451 (Intervention)	-Small group instruction daily in the 90 minute reading block with a highly qualified teacher - Group size 4-8 students -Targeted intervention in addition to the 90 minute reading block -Instruction will include phonological awareness, phonemic awareness, phonics, decoding, vocabulary and comprehension, as appropriate. -Instruction will include multi-sensory activities/strategies, such as tapping sounds, movement, building/making words, sorts, and tactile practice. -Students will be progress monitored every 4-6 weeks using tools listed in chart below. -See the chart below for interventions designed to match student need.
Florida Kindergarten Readiness Screener Scale Score of 437 and Below (Substantial Reading Deficiency, Urgent Intervention)	-Student is considered to have a substantial reading deficiency. -Small group instruction daily in the 90 minute reading block with a highly qualified teacher - Group size 1-5 students

	-Notify parents of substantial reading deficiency (determined by FLKRS, i-Ready diagnostic, and OCPS Performance Guidelines) using form provided by Academic and Guidance Services department. -Immediate intensive intervention in addition to the 90 minute reading block and Tier 2 intervention -Instruction will include phonological awareness, phonemic awareness, phonics, decoding, vocabulary and comprehension, as appropriate. -Instruction will include multi-sensory activities/strategies, such as tapping sounds, movement, building/making words, sorts, and tactile practice. -Students will be progress monitored every 4-6 weeks using tools listed in chart below. -See the chart below for interventions designed to match student need.

Grade Level: First -Fifth Grade

If	Then
i-Ready Diagnostic Score of Above Level *See Chart below for i-Ready on-level ranges (above range is considered above level) and/or 4th and 5th grade FSA ELA score of 4 or 5	-Whole group instruction in the 90 minute reading block -Small group instruction in the 90 minute reading block with a highly qualified teacher - Group size 4-8 students -Instruction will include phonological awareness, phonemic awareness, phonics, decoding, vocabulary and comprehension, as appropriate. -Students will receive enrichment activities. -Students will be progress monitored through Common Assessments and i-Ready diagnostics.
i-Ready Diagnostic Score of On Level *See Chart below for i-Ready on-level ranges and/or 4th and 5th grade FSA ELA score of 2 or 3	-Whole group instruction in the 90 minute reading block -Small group instruction in the 90 minute reading block with a highly qualified teacher - Group size 4-8 students -Instruction will include phonological awareness, phonemic awareness, phonics, decoding, vocabulary and comprehension, as appropriate. -Some students may receive targeted intervention in addition to the 90 minute reading block

	-For students needing targeted intervention, students will be progress monitored every 4-6 weeks using tools listed in chart below. -See the chart below for interventions designed to match student need. - Students not receiving targeted intervention will be progressed monitored through Common Assessments and i-Ready diagnostics.
i-Ready Diagnostic Score of Below Level *See Chart below for i-Ready on-level ranges (below range is considered below level) and/or 4th and 5th grade FSA ELA score of 1 Retained 3rd grade FSA ELA score of 1	-Small group instruction daily in the 90 minute reading block with a highly qualified teacher -Group size 1-6 students -Notify parents of substantial reading deficiency (determined by FSA, i-Ready diagnostic, and OCPS Performance Guidelines) using form provided by Academic and Guidance Services department. -Immediate intensive intervention in addition to the 90-minute reading block and Tier 2 intervention. -Instruction will include phonological awareness, phonemic awareness, phonics, decoding, vocabulary and comprehension, as appropriate. -Instruction will include multi-sensory activities/strategies such as tapping sounds, movement, building/making words, sorts, and tactile practice. -Students will be progress monitored every 4-6 weeks using tools listed in chart below. -See the chart below for interventions designed to match student need. -Students that do not respond to reading interventions will be remediated in small group instruction based on student data in areas of deficiency.

Grade Level	Nine Week Targets		i-Ready
Kindergarten	1st Quarter		362-395
	2nd Quarter		N/A
	3rd Quarter		396-423
	4th Quarter		
First Grade	1st Quarter		434-457
	2nd Quarter		N/A
	3rd Quarter		458-479
	4th Quarter		
Second Grade	1st Quarter		489-512
	2nd Quarter		N/A
	3rd Quarter		513-536
	4th Quarter		
Third Grade	1st Quarter		514-544
	2nd Quarter		N/A
	3rd Quarter		545-560
	4th Quarter		
Fourth Grade	1st Quarter		557-578
	2nd Quarter		N/A
	3rd Quarter		579-602
	4th Quarter		
Fifth Grade	1st Quarter		581-608
	2nd Quarter		N/A
	3rd Quarter		609-629
	4th Quarter		

Students will be considered to have a substantial reading deficiency if they score at or below the i-Ready diagnostic scores in the chart below.

Grade Level	Fall	Winter
Kindergarten	295	320
First Grade	347	374
Second Grade	419	441
Third Grade	474	491
Fourth Grade	496	508
Fifth Grade	542	552

Possible Interventions and Diagnostic Tools Chart

Area of Concern	Intervention Options	Diagnostic Tools	Progress Monitoring Options
Phonological Awareness, Phonemic Awareness, or Phonics	- Heggerty Phonemic Awareness - Words Their Way (emergent or letter name/alphabetic stages) - SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) - FCRR Resources - Phonics for Reading (3rd-5th grade decoding) Curriculum Associates - Early Intervention in Reading	- FLKRS Star Early Literacy (K only) - i-Ready Diagnostic - PAST (Phonological Awareness Skills Test) - Phonological and Print Awareness Scale - Easy CBM PS (phonemic segmentation)	- PAST (Phonological Awareness Skills Test) - Embedded measures within intervention - Easy CBM PS (phonemic segmentation) - Heggerty Phonemic Awareness Assessments - Informal Phonics Inventory - Running Records
Comprehension	- Teacher Toolbox (i-Ready): Lessons designated by standard and domain (area of need) - FCRR resources - Reading Plus (3rd -5th grade) - Leveled Literacy Intervention (LLI) - Corrective Reading - Reading Mastery	- i-Ready Diagnostic - Developmental Reading Assessment (DRA) - Informal Reading Inventory	- Fountas & Pinnell Benchmark Assessment Systems - Developmental Reading Assessment (DRA) - Informal Reading Inventory

Most Recent Assessment	IF	THEN, based on data, determine appropriate placement
FSA – ELA	Level 1 or 2	**English Language Arts (ELA)** • Regular 45 minute ELA class placement • Students will be progress monitored through common assessments and iReady diagnostic assessments • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data. AND **Intensive Reading** • Reading Endorsed teacher or Reading Certified teacher • Intensive reading, minimum 45 minutes (90 minute block recommended for students scoring Level 1) • Rotational model of instruction with teacher led small group daily (5-7 students) • Instruction will include instruction for decoding, fluency, vocabulary and comprehension • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency • Students will be progress monitored through iReady diagnostic assessments • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data • Students will be considered to have a substantial reading deficiency if they score at or below the i-Ready diagnostic scores in the chart below:

	Fall	Winter	Spring
6	566	576	585
7	583	589	595
8	594	600	606

|
| FSA-ELA | Level 3 or higher | **English Language Arts (ELA)**
• Advanced 45 minute ELA class placement
• Students will be progress monitored through common assessments and i-Ready diagnostic assessments
• If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data |

o i-Ready Scale Scores below the following cuts:

	Fall	Winter	Spring
6	589	616	641
7	609	632	654
8	620	642	670

MTSS SUPPORT AND INTERVENTIONS

Tier	Progress Monitoring Frequency	Recommended Supports	Possible Data & Reports to Pull	Monitoring (i-Ready)
3	Assess weekly, monitor monthly	• Teachers, school resource specialists, instructional coaches, or those considered to have expertise in the area of identified deficiency will support 1:1 or small group (2-5) with standards-based and strategy-based lessons to support specific areas of need related to six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) beyond the classroom instructional minutes • Possible resources to use include o Teacher Toolbox ▪ LAFS lessons (if not used in Tier 1 or 2) ▪ Pre-requisite Lessons (if not used in Tier 1 or 2) ▪ Tools For Instruction (if not used in Tier 1 or 2) o All interventions should be provided in the same domain as the i-Ready online instruction to utilize i-Ready for progress monitoring of intervention.	FSA ELA: Grade 6- 259-308 Grade 7- 267-317 Grade 8- 274-321 i-Ready: • Online Instruction Report • Instructional Grouping Report • Growth Monitoring Report (after 3 data points) • Behavioral/Attendance data	• Growth Monitoring/ Diagnostic *Assessments must have at least 30 days between administrations.* • Lesson Assessments *Built into i-Ready online lessons, does not need to be assigned, Online Instruction Report provides this data. Focus skill of intervention must match i-Ready focus skill domain.*
2	Assess every 2 weeks, monitor	• Students scoring below proficiency may be considered for Tier 2 interventions and receive additional reading support in a six components of reading (oral language, phonemic awareness,	FSA ELA: Grade 6- 309-325 Grade 7- 318-332 Grade 8- 322-336	• Growth Monitoring/ Diagnostic *Assessments must have at least 30 days between administrations.*

| | every 6-8 weeks | phonics, fluency, vocabulary, and comprehension) as needed. Tier 2 interventions will begin with i-Ready individual profile lessons in Intensive Reading class for a minimum of 45 minutes/week. Small group interventions, including pull out small groups from 1-4 times per week, using i-Ready.

• Possible resources to use include
   o Teacher Toolbox
      ▪ LAFS lessons
      ▪ Pre-requisite Lessons
      ▪ Tools For Instruction | i-Ready:
• Online Instruction Report
• Instructional Grouping Report
• Growth Monitoring Report (after 3 data points)
• Behavioral/Attendance data | • Lesson Assessments
Built into i-Ready online lessons, does not need to be assigned, Online Instruction Report provides this data. Focus skill of intervention must match i-Ready focus skill domain. |
| 1 | Ongoing | • Core course instruction for all students.
• Differentiated instruction provided in small group in classroom.
• Students receive i-Ready beginning, middle, and end of year diagnostic; students will take three growth monitoring assessments, as well as common assessments. | i-Ready:
• Diagnostic – Student and Class level
• Unit Assessments
• Behavioral/Attendance data | • Unit Assessments
• Standards Mastery
• Growth Monitoring (after 3 data points)
• Diagnostic, MOY,EOY |

Orange County Public Schools 2018-2019
Identification/Intervention Decision Tree
DT3 – High School (9-12)

Grade	Most Recent Assessment	IF	THEN, based on data, determine appropriate placement
9-10	FSA - ELA	Level 1 Level 2	English Language Arts (ELA) • Regular 50 minute ELA class placement • Students will be progress monitored through common assessments and performance monitoring activities

			• If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data.
			
			AND
			
			Intensive Reading
			• Reading Endorsed teacher or Reading Certified teacher
			• Intensive reading, minimum 50 minutes (100 minute block recommended for students scoring Level 1)
			• Students that are newcomer ELLs may also be progress monitored through System 44 if they meet the following criteria:
			   o Tested as a Non-English speaker on the IPT
			   o A year or less in a U.S. School
			   o Cannot decode English words
			• Rotational model of instruction with teacher led small group daily (5-7 students)
			• Instruction will include instruction for decoding, fluency, vocabulary and comprehension
			• Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency
			• Students will be progress monitored through Reading Plus diagnostic assessments
			• If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data
			• Students will be considered to have a substantial reading deficiency if they score within the red or orange quadrant on the Screening Report within Reading Plus.

9-10	FSA-ELA	Level 3 or above	English Language Arts (ELA) • Honors 45 minute ELA class placement • Students will be progress monitored through common assessments and performance monitoring activities

			• If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data
11-12	FSA -ELA	Level 1 Level 2	English Language Arts (ELA) • Regular 50 minute ELA class placement • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data AND Intensive Reading • Reading Endorsed teacher or Reading Certified teacher • Intensive reading, minimum 50 minute single period • Rotational model of instruction with teacher led small group daily (6-8 students) • Instruction will include instruction for decoding, fluency, vocabulary and comprehension • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data OR Comparable course to include: • Rotational model of instruction with teacher led small group daily (6-8 students)

			• Instruction will include instruction for decoding, fluency, vocabulary and comprehension • Students who do not respond to the initial instruction will be remediated in small group/teacher led instruction based on student data in areas of deficiency • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data
11-12	FSA-ELA	Level 3 or higher	English Language Arts (ELA) • Honors 45 minute ELA class placement or referral to AP coursework • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher led/small group instruction based on student data

		MTSS SUPPORT AND INTERVENTIONS		
Tier	Progress Monitoring Frequency	Recommended Supports	Possible Data	Monitoring
3	Assess weekly, monitor monthly	• Teachers, school resource specialists, instructional coaches, or those considered to have expertise in the area of identified deficiency will support 1:1 or small group (2-5) with standards-based and strategy-based lessons to support specific areas of need related to six components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) beyond the classroom	FSA ELA: Grade 9- 276-327 Grade 10- 284-333 Reading Plus/Other • Behavioral/Attendance data • Class Skill Group Report • Class Skills Summary Report	• Benchmark Reports • Reading lessons *Built into Reading Plus online lessons; does not need to be assigned*

		instructional minutes.
		
		• Possible resources:
		  o Skills Practice Activities (if not used in Tier 2)
		  o Skills Coach Activities (if not used in Tier 2)
		  o Skill-Building Graphic Organizers (if not used in Tier 2)		

2	Assess every 2 weeks, monitor every 6-8 weeks	• Students scoring below proficiency may be considered for Tier 2 interventions and receive additional reading support in a six components of reading (oral	FSA ELA: Grade 9- 328-342 Grade 10- 334-349 Reading Plus/Other • Behavioral/Attendance data • Class Skill Group Report • Class Skills Summary Report	• Benchmark Reports • Reading lessons *Built into Reading Plus online lessons; does not need to be assigned*

		language, phonemic awareness, phonics, fluency, vocabulary, and comprehension) as needed. Tier 2 interventions will begin with Reading Plus adaptive lessons in Intensive Reading class for a minimum of 50 minutes/week.
		• Small group interventions, including pull out small groups from 1-4 times per week, using available resources.
		
		• Possible resources:
		    ○ Skills Practice Activities
		    ○ Skills Coach Activities
		    ○ Skill-Building		

		Graphic Organizers		
1	Ongoing	• Core course instruction for all students. • Differentiated instruction provided in small group in classroom. • Students will complete performance monitoring activities 3 times per year; at the end of the 1st, 2nd and 3rd quarter	• PMA • Common assessments • Behavioral/Attendance data	

2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2019-2020 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

<u>Section 1: Contact Information</u>

1. **District name:** Orange County Public Schools
2. **Contact name for schools covered on this plan:** Michelle Platzer
3. **Contact phone number:** 407-317-3200 ext. 2002532
4. **Contact email:** michelle.platzer@ocps.net
5. **Schools covered by this plan:** Orlo Vista ES, Pinewood ES, Lockhart ES, Rock Lake ES, Lake Weston ES, Engelwood ES, Catalina ES, Mollie Ray ES, Tangelo Park ES, Lovell ES, Hiawassee ES, Rosemont ES, Orange Center ES, Phyllis Wheatley ES, Ivey Lane ES, Ridgewood Park ES, Shingle Creek ES, Eccleston ES, Washington Shores ES

<u>Section 2: Length of School Day</u>

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:** 8:15 AM
2. **School dismissal time:** 3:30 PM (2:40 on Wednesdays)
3. **Total number of instructional minutes per day:** 390 minutes (340 on Wednesdays)
4. **Minutes per day of reading instruction (must be at least 150):** 180 for all schools and grade levels except 5th grade at Lake Weston, Ridgewood Park, and Tangelo Park, who have 150 minutes and 4th and 5th grade at Lockhart, Lovell, Rosemont and Washington Shores, who also have 150 minutes.

<u>Section 3. Instructional Design</u>

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.**

   Parents of students scoring a level 4 or 5 receive a letter and Connect Orange phone call explaining that they may choose to have their child participate in the additional hour of instruction. For those students who participate, teachers meet their needs by providing differentiated small group instruction. Groupings and instruction are purposeful and based on student needs, as determined by assessments. Instructional

practices include the use of explicit, direct instruction in phonics using multisensory approaches to meet the needs of all learners. Students who demonstrate proficiency in foundational skills and are efficient decoders will focus on reading comprehension strategies. Instructional practices for this area include a focus on metacognitive strategies using techniques such as think alouds and summarizing smaller chunks of text.

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.**

Classroom teachers of record, VPK teachers, ELL/ESOL teachers, and self-contained ESE teachers teach the extra hour of reading. Teachers' effectiveness in teaching reading has been demonstrated through informal and formal observations, student outcomes, and teacher evaluations. Each of these teachers meet or are working towards the qualifications set by the state. We use the Marzano instructional framework to identify effective teachers. OCPS has adapted the framework to better capture information specific to literacy, ensuring all elementary teachers are being regularly observed and evaluated on teaching reading as part of the evaluation process.

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 extra hour contains a combination of whole group, guided practice, and differentiated small group instruction. Each school uses assessment data to determine individual student needs and group students accordingly. Schools select and plan interventions to accelerate students in needed areas, such as phonological awareness, blending/segmenting/manipulating phonemes, phonics, vocabulary, fluency, comprehension, or writing. All interventions are research-based and proven to be successful at accelerating students. Progress monitoring occurs throughout the year to ensure that the interventions are successful at accelerating students.
i-Ready reading data from last year shows significant growth at all participating schools;
Catalina 32% increase in students identified as on grade level in reading (BOY to EOY)
Eccelston 30% increase in students identified as on grade level in reading (BOY to EOY)
Engelwood 26% increase in students identified as on grade level in reading (BOY to EOY)
Hiawassee 36% increase in students identified as on grade level in reading (BOY to EOY)
Ivey Lane 26% increase in students identified as on grade level in reading (BOY to EOY)
Lake Gem 31% increase in students identified as on grade level in reading (BOY to EOY)
Lake Weston 36% increase in students identified as on grade level in reading (BOY to EOY)

Lockhart 33% increase in students identified as on grade level in reading (BOY to EOY)
Lovell 32% increase in students identified as on grade level in reading (BOY to EOY)
Pine Hills 30% increase in students identified as on grade level in reading (BOY to EOY)
Ridgewood Park 26% increase in students identified as on grade level in reading (BOY to EOY)
Rock Lake 30% increase in students identified as on grade level in reading (BOY to EOY)
Rolling Hills 27% increase in students identified as on grade level in reading (BOY to EOY)
Rosemont 28% increase in students identified as on grade level in reading (BOY to EOY)
Shingle Creek 32% increase in students identified as on grade level in reading (BOY to EOY)
Tangelo Park 22% increase in students identified as on grade level in reading (BOY to EOY)
Washington Shores 31% increase in students identified as on grade level in reading (BOY to EOY)
Wheatley 31% increase in students identified as on grade level in reading (BOY to EOY)

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.**

   Schools use a combination of the iReady diagnostic, iReady reports (class profile report, instructional grouping report, and student profile report), running records, and easyCBM to analyze, diagnose student needs, and progress monitor. Groupings remain fluid. Every 4-5 weeks, schools revisit decisions about instruction and which students receive which interventions. A walkthrough tool created by the district is used to monitor and document that these best practices are being implemented. Principals and Learning Community Leadership regularly monitor this as well.

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.**

   Principals received information about explicit and systematic research-based interventions for each area of potential student need (phonological awareness, blending/segmenting/manipulating phonemes, phonics, vocabulary, fluency, comprehension, and writing). Each principal then selected interventions for each area of need for their school. Schools place student in groups and match with appropriate instruction and interventions, based on data. Whole group, guided practice, and differentiated small group instruction occur daily in the extra hour of instruction. Student groupings are fluid and revaluated every 4-5 weeks. A walkthrough tool

created by the district is used to monitor and document that these best practices are being implemented.

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.**

Teachers have access to a multitude of text types through both free and district purchased resources. District created Curriculum Resource Materials provide lesson plans and resources for teachers to use directly, or as a model for planning their instruction. OCPS' District Professional Learning Community initiative focuses on close reading and writing in response to texts in all content areas. All schools and teachers are learning about and incorporating these skills in their classrooms. Much of this occurs through wide reading and the use of content area texts. Principals and Learning communities monitor and support this initiative. Intensive reading instruction includes explicit, direct instruction in phonics for those students who are not yet able to decode efficiently. Students who have mastered decoding skills are taught vocabulary strategies and exposed to a wide range of content-area texts in order to build background knowledge. Fluency is practiced with a focus on recognizing the implications of punctuation marks and reading for meaning. Comprehension instruction focuses on metacognition and monitoring comprehension incrementally, using strategies to revisit text when meaning is lost.