

Lake 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Amy Cockcroft
Contact Email: cockcrofta@lake.k12.fl.us
Contact Telephone: 352-253-6908

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.

- 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	50	52	52	54	54	56	56

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	48		51	52	52	54	54

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29		29		28		20
White/Hispanic	15		16		14		10
Economically Disadvantaged/Non-Economically Disadvantaged	27		27		26		18
Students with Disabilities/Students without Disabilities	37		38		38		25
English Language Learners/ Non-English Language	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	25	23	24	21	24	19	17
White/Hispanic	12	11	13	10	13	9	8
Economically Disadvantaged/Non-Economically Disadvantaged	25	23	26	21	26	19	17
Students with Disabilities/Students without Disabilities	40	37	39	32	40	28	27
English Language Learners/ Non-English Language	27	26	31	23	28	20	18

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.

We plan to use the funds to impact student achievement by paying for the salaries and benefits of our middle and high school literacy coaches. These positions will provide reading content support to school level administrators and faculty at each site. They will also coordinate professional development and coaching cycles for their teachers based upon need. They will ensure that schools will have appropriate reading curriculum implementation as needed. Our funds will also be used to pay the salaries and benefits for middle and high school intensive reading teachers. Allocations will be used to pay for our Third Grade Summer Reading Camp program to provide additional reading support to our third grade students who did not score a Level 2 or higher on the FSA. We will also use expenditures to support student achievement in the following ways:

- Deliver research-based professional development for teachers, coaches, schools and

districts administrators.

- Supply students with access to appropriate authentic text.
- Offer district-created resources, such as blueprints, and quarterly assessments for 6-12 grades.

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?

District ELA Program Specialists will be responsible for collecting, reviewing, and monitoring student achievement progress.

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 Reading will be administered 3 times a year for grades K-3 and 2 times a year for grades 4-5. Reports will be monitored by the district. We currently have 5 schools using Fountas and Pinnell Leveled Literacy Intervention (LLI). Students in grades 3-5 will be assessed using the Fountas and Pinnell Benchmark System in September and then follow the LLI protocol for progressing monitoring as prescribed by LLI. All data will be housed in Performance Matters. For 6-12 grades, a combination of FAIR-FS, Achieve 3000 Level-Sets, and District-created assessments will be administered 3 times a year. Teachers, literacy coaches, principals, assistant principals, teachers, and district program specialists will monitor students' progress toward district goals.

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

In K-5, progress monitoring data will be collected and reviewed three times a year.

Fall	August: Grades 1-5	September: Kindergarten
Winter	December: Grades 3-5	January: K-2
Spring	April: 3rd grade	May: K-2

In grades 6-12, progress monitoring will be collected and reviewed three times a year.

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

The Executive Director of Academic Services and Interventions and the Executive Director of Curriculum, Instruction and Assessment and their departments will be responsible for ensuring the fidelity of students receiving appropriate interventions and monitor their progress toward district goals. District level specialists such as the ESE specialists, MTSS manager, and the K-5 and 6-12 ELA Program Specialists will be delegated to help monitor and ensure the fidelity of interventions for students not progressing towards district goals. For those students not progressing, interventions will be modified or increased as needed and diagnostic assessments will be given to more specifically determine

learning needs through the Multi-Tiered System of Support (MTSS) Team.

[District MTSS Plan](#)

[Parent Guide for MTSS Framework](#)

The district administrators and specialists will work closely with literacy coaches to assist in monitoring the fidelity of reading 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?

The Elementary and Secondary ELA program specialists will be responsible for ensuring that classroom instruction is aligned to grade-level Florida Standards. In order to support schools, regional and district program specialists can assist by monitoring alignment during classroom learning walks and attending common planning as well as provide feedback to administrators regarding alignment to standards. Additionally, school-based Literacy Coaches will support alignment of classroom instruction through weekly PLCs. The Chief of Transformation will be responsible for training principals in alignment of curriculum and standards through the monthly Principal and Assistant Principal's meetings.

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

All principals are expected to conduct at least 10 classroom learning walks a week. Learning walks will focus upon alignment of standards, curriculum, instruction, assessments and intervention, fidelity of curriculum implementation, quality of instruction, student engagement and lesson content. Principals and their leadership teams will also be looking for reading, writing, thinking and talking in all classrooms across all content areas. Through the TEAM evaluations consisting of formal and informal observations, evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards. FSA scores will also be an indicator of aligned classroom instruction. LEADS is the evaluation tool used for administration and is ongoing throughout the year, district leaders can collect evidence of alignment. Feedback from the learning walks is monitored by the Assistant Superintendent of Teaching, Learning and Leadership, and is shared with Principals and Assistant Principals during their monthly meetings.

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

The Assistant Superintendent of Teaching, Learning, and Leadership will review weekly and collective data will be reviewed during the Principal's monthly meetings.

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

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

The Director of Curriculum, Instruction, and Assessment; Elementary Curriculum Manager; Secondary Curriculum Manager

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

\$13,500

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.

MIP Component #2-100-029 - *Reading Difficulties, Disabilities and Dyslexia*

MIP Component #5 - 1007999 - *Elementary Education - K-5 Subject Content* - Discover Intensive Phonics Online Course

MIP Component # 1-013-013 - *Intensive Reading Elementary* - Based Strategies for Teaching Reading through Discover Intensive Phonics

MIP Component # 2 - 408-010 - *Differentiated Instruction - Application and Advanced Strategies* - Fountas and Pinnell Benchmark Assessment System and Leveled Literacy Intervention Best Practices in Literacy Instruction

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.**

Our literacy coaches must be highly qualified and have five successful years of teaching experience as well as:

- Reading Endorsed or Certified
- Masters Degree in Reading

- Current Clinical Education Certification
- Valid Florida teacher certification
- Experience in teaching reading, writing, speaking, and listening
- Experience in presenting training programs, especially in teaching literacy

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

Cecil E. Gray Middle School	East Ridge High
School Clermont Middle School	Eustis High School
East Ridge Middle School	Lake Minneola High
School Mount Dora Middle School	Mount Dora High School
Tavares Middle School	South Lake High School
Windy Hill Middle School	Tavares High School

3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.

FSA scores were used to identify the schools with greatest need. The middle and high schools will focus on a new framework that will include the following elements: Setting Purpose, Independent/Collaborative groups (Independent Reading with Conferencing), Modeling/Guided Instruction (Writing with Conferencing), Modeling/Guided Instruction/Collaborative Group Work (Text Study or Mini-Lesson), Reflection and Closure. Literacy District Program Specialists will do the initial training of Literacy Coaches, then they will provide the school based training and support for the intensive reading teachers.

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

- Elementary: 0
- Middle: 6
- High: 6

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

Literacy Coaches will complete a monthly log that will provide evidence of implementation of PD trainings, collaboration with teachers, and specific supports that are provided. Other tools that will be used to collect evidence of implementation of effective coaching will be through TEAM evaluation and their Artifact binder. Data from FSA ELA and Writing assessments will be used to measure the effectiveness of their coaching for grades 3-12. i-Ready data will be used for grades K-5. Progress monitoring data is collected district-wide.

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

Middle and High school coaches total \$792,945.84

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?

1. Cecil Gray Middle
2. Carver Middle
3. Clermont Middle
4. East Ridge Middle
5. Eustis Middle
6. Mount Dora Middle
7. Oak Park Middle
8. Tavares Middle
9. Umatilla Middle
10. Windy Hill Middle

2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.

Yes. These schools were identified based on student achievement data from FSA.

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

- a. Elementary: 0
- b. Middle: 10
- c. High: 0

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

\$635,376.08

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.:

Leveled Literacy Inventions and BAS kits
Discover Intensive Phonics

Classroom libraries to support Guided Reading and Independent Reading with Conferring

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

\$70,398.44

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.

SIPPS kits will be purchased through Title 1 and UniSIG. Training and support will be provided to teachers and Literacy Coaches through Title 1 and Academics Service.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. SRC Supervisor Name: Megan Randolph

2. Email Address: randolphm1@lake.k12.fl.us

3. Phone Number: 352-253-6911

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

Region 1 - Sorrento Elementary
Region 2 - Leesburg Elementary
Region 3 - Lost Lake Elementary

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

- a. Start Date: June 3, 2019
- b. Which days of the week is SRC offered: Monday - Thursday
- c. Number of instructional hours per day in reading: 5.5 hours
- d. End Date: July 9, 2019
- e. Total number of instructional hours of reading: 119.5 hours

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

Third grade Summer Reading Camp students are to be served by a highly effective teacher per F.S. 1008.25. Each application will be reviewed using the following rubric.

HIRING RUBRIC		Points Possible
Highly Qualified	Evidence of success with struggling readers	3
Certification	Reading Certification or Endorsement	2
	ESE Certification or Endorsement	1
	ESOL Certification or Endorsement	1
Current Teaching Experience	Grade 3 rd	2
	Grades K, 1 st , 2 nd , 4 th or 5 th	1
Summer School Experience	Five (5) or more years' experience	1
Computer Lab Experience	Three (3) or more years' experience	1
i-Ready Curriculum Experience	One (1) year experience	1
TOTAL POINTS POSSIBLE		13

7. What is the anticipated teacher/student ratio?

10/1

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

No

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

Student achievement will be measured through i-Ready scores collected and analyzed to determine growth and student achievement. Successful portfolios will be collected as evidence that SRC was beneficial to students. The matrix aligned to the portfolios will also assist with progress monitoring.

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		\$291,189.00
District expenditures on reading coaches		\$792,945.84
District expenditures on intervention teachers		\$635,376.08
District expenditures on supplemental materials or interventions		\$ 52,623.44
District expenditures on professional development		\$ 10,000.00
District expenditures on summer reading camps		\$ 162,590.64
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools		\$ 0
Flexible Categorical Spending		\$ 0
	Sum of Expenditures	\$1,944,725.00
	Amount of district research-based reading instruction allocation for 2019-2020	\$1,944,725.00

APPENDIX A

2019-20 K-12 Reading Plan Interdepartmental Minutes Purpose: Discuss department alignment within the [K-12 Comprehensive Research-Based Reading Plan](#)

Agenda Item:	Notes:
<p>Progress Monitoring</p> <ul style="list-style-type: none"> • MTSS Procedures 	<p>Phone conference: Add the protocol FCIM steps for Lowest 300 Elementary Schools in the event that we have schools on the list. Add links for our MTSS framework and Parent Guide to MTSS. Academics Services and Title 1 coordinate the purchase and training for schools using SIPPs.</p>
<p>Decision Trees</p> <ul style="list-style-type: none"> • Alignment 	<p>Elementary:</p> <ul style="list-style-type: none"> • Added multisensory/UDL language to tier 1 and 3 • adjusted language to add clarity on which diagnostic (spring) would drive interventions for fall 2019...this will support schools in launching support immediately rather than waiting on fall diagnostic (schools can adjust once fall is complete) • Group size varies from MTSS book(group size exceeding 6)...general numbers are provided in Reading plan (6 and below) <p>Secondary:</p> <ul style="list-style-type: none"> • State asked that we look further at making plans/support for level 2 students. • FAIR FS will provide more diagnostics but many other counties have done away with utilizing FAIR. • They can always do additional diagnostics. Included is the minimal. • What happens as a result of the test? How do they utilize the data?
<p>Accomodations</p> <ul style="list-style-type: none"> • ESE • ESOL 	<p>ESE: The plan aligns with ESE guidelines and support.</p> <p>Representative wasn't able to attend the meeting. Did not send any additions or revisions.</p>
<p>Professional Development</p> <ul style="list-style-type: none"> • Master in-service alignment • Course Code 	<p>ESE teachers attend professional learning offerings contained in MIP MIP Codes added</p>

Fourth Quarter Principal Business

MEETING AGENDA April 16, 2019 Testing and Accountability

Topic	Speaker	Time
Welcome	Diane Kornegay	
Educational Funding	Scott Ward	30 Minutes
<u>Curriculum, Instruction, and Assessment</u> <ul style="list-style-type: none">• Reading Updates• K-12 Reading Plan input• Instructional Materials Adoption	Amy Cockcroft	30 Minutes
<u>PASS (PASS Draft Job Description) and Alternative School Update</u>	Kati Pearson/Porshia Byfield	60 Minutes
<u>Dyslexia</u>	Tara Hart/Melissa Lyford	30 Minutes
<u>Mental Health Liaison Update & Suicide Prevention Process</u>	Kris Landry	20 Minutes
Reappointment Q's and Lake Job Fair	Chad Farnsworth/Michele Hoppenstedt	20 Minutes
<u>Technology Roadmap Update</u>	Duane Weeks	15 Minutes
Other Items?	Emily, Diane, anyone?	10 minutes

NORMS FOR ALL MEETINGS

- We will respect each other's time by beginning and ending on time, coming prepared and using technology respectfully.
- We will practice equity of voice and mutual accountability of the work.
- We will set our purpose, using an agenda to stay on task.
- We will seek clarity, respect our conversations, and maintain confidentiality in a transparent, judgement-free zone.

APPENDIX B

Kindergarten Decision Tree	
If	Then
<p>Kindergarten Florida Kindergarten Readiness Screener -STAR Early Literacy Scale Score of 497-529 (Tier 1)</p>	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Daily small group (4-6 students) instruction in the 90 minute reading block -Instruction will include phonemic awareness, phonics, vocabulary, and comprehension -Progress monitoring will occur using grade level assessments and i-Ready Diagnostics.
<p>Florida Kindergarten Readiness Screener - STAR Early Literacy Scale Score of 438-495 iReady Diagnostic: K=396-423 (Tier 2)</p>	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Daily small group (3-5 students) instruction in the 90 minute reading block -Discover Intensive Phonics and Systematic Intensive Phonics (varies by school). Instruction will include phonemic awareness, phonics, vocabulary, and comprehension through the use of multisensory techniques, which will engage more than one sense at a time. Students will use sight, hearing, movement and touch to facilitate with their learning. -Progress monitoring will occur using grade level assessments and i-Ready Diagnostics.
<p>Florida Kindergarten Readiness Screener - STAR Early Literacy Scale Score of 437 and below iReady Diagnostic: K= 361 and below (Tier 3)</p> <p><i>**Notify parents of substantial reading deficiency as required in Section 1008.25, F.S. (determined by FLKRS, i-Ready diagnostic, Grade level assessments) We will use our district's MTSS criteria to identify students to be referred to the school based problem-solving team.</i></p>	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Daily small group instruction in the 90 minute reading block -Teacher assessment of the student's Phonemic Awareness/Phonics level and provide differentiated instruction based on assessment data from Discover Intensive Phonics or SIPPS (varies by school) -Immediate intensive intervention in addition to the 90 minute reading block. When planning, the teacher will incorporate UDL principles. Differentiated instruction will include phonemic awareness, phonics, vocabulary, and comprehension through the use of multisensory techniques, which will engage more than one sense at a time. Students will use sight, hearing, movement and touch to facilitate with their learning. -Group size: 1-3 students -Progress monitoring will occur using grade level assessments and i-Ready Diagnostics.

1st-5th Grade Decision Tree

***i-Ready Diagnostic Scores are representative of 2019 Spring scores. Students will be closely monitored during the 2019 Fall diagnostic to make additional decisions regarding intervention.**

If	Then
<p style="text-align: center;">Tier 1</p> <p>i-Ready Diagnostic Score of Above Level</p> <p>Above Level ranges:</p> <p>1st grade=480-536 2nd grade=537-560 3rd grade=561-602</p> <p style="text-align: center;">And/Or</p> <p>4th and 5th grade FSA ELA score of 4 or 5</p>	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block including best practices of UDL principles and Multisensory strategies. -Daily small group instruction (<i>4-6 students</i>) in the 90 minute reading block -Instruction will include phonemic awareness (primary), phonics, fluency, vocabulary and comprehension. -Progress monitoring will occur using grade level assessments and i-Ready Diagnostics.
<p style="text-align: center;">Tier 2</p> <p>i-Ready Diagnostic Score of On Level</p> <p>On-Level ranges:</p> <p>1st grade=458-479 2nd grade=513-536 3rd grade=545-560</p> <p style="text-align: center;">And/Or</p> <p>4th and 5th grade FSA ELA score of 2 or 3</p>	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Daily small group instruction in the 90 minute reading block -Group size is 3-5 students -Discover Intensive Phonics and Systematic Intensive Phonics (varies by school). Instruction will include phonemic awareness, phonics, vocabulary, and comprehension through the use of multisensory techniques, which will engage more than one sense at a time. Students will use sight, hearing, movement and touch to facilitate with their learning. -Progress monitoring will occur using grade level assessments and i-Ready Diagnostics. -Students will be progress monitored every 20 days.
<p style="text-align: center;">Tier 3</p> <p>i-Ready Diagnostic Score or Below Level</p> <p>Below level ranges :</p> <p>1st grade = 346 2nd grade = 418 3rd grade = 472</p> <p style="text-align: center;">And/or</p> <p>4th and 5th grade FSA ELA score of 1 Retained 3rd grade FSA ELA score of 1</p> <p><i>**Notify parents of substantial reading deficiency as required in Section 1008.25, F.S. (determined by i-Ready diagnostic and grade level assessments) We will use our district's MTSS criteria to identify students to be referred to the school based problem-solving team.</i></p>	<ul style="list-style-type: none"> -Whole group instruction in the 90 minute reading block -Small group instruction daily in the 90 minute reading block (1-3 students) -Immediate intensive intervention in addition to the 90-minute reading block should occur daily. -Instruction will include phonemic awareness (primary), phonics, fluency, vocabulary, and comprehension. -Students will be progress monitored through Grade level assessments and i-Ready diagnostics -Students that do not respond to reading interventions will be remediated in small group instruction based on student data in the areas of deficiency. -Teachers will use the Individual Student Profile from i-Ready to determine specific student needs and use the Teacher directed lessons specified in the Toolbox. -Teachers will also apply the UDL principles and multisensory strategies that are the best fit for the student. -Weekly progress monitoring will occur.

6th-8th Grade Decision Tree

Screening Assessment	Progress Monitoring/ Frequency	If	Then
Spring FSA ELA Score 3 and above	District-created quarterly assessments	Tier 1 Student scores above 60% Cut Band range	Through a Regular or Advanced ELA course , provide grade 6-8 students integrated language arts study in reading, writing, speaking, listening, and language, using texts of appropriate complexity, for college and career preparation and readiness.
		Tier 1 Student scores below 60% Cut Band range	In addition to the above, review and analyze LSA data to determine standard(s) that were most commonly missed to inform instruction and develop appropriate interventions.
Spring FSA ELA Score 2	District-created quarterly assessments	Tier 2 Student scores above 60% Cut Band range	Through a Regular or Advanced ELA course , provide grade 6-8 students integrated language arts study in reading, writing, speaking, listening, and language, using texts of appropriate complexity, for college and career preparation and readiness.
		Tier 2 Student scores below 60% Cut Band range	In addition to the above, teacher identifies differentiation strategies- ie small group (4-6) instruction to target specific standards and review items with students and closely monitors progress with classroom formative assessments. If problems persist, consider the following: <ul style="list-style-type: none"> ● further diagnostic assessment (FAIR-FS or DAR) and proposal for support to the MTSS Problem Solving Team ● possible placement in an Intensive Reading class and/or site-based intervention block with a teacher who is reading endorsed/certified.

Spring FSA ELA Score 1	FAIR-FS; 3x per year Word Recognition Task (WRT) Vocabulary Knowledge Task (VKT) Reading Comprehension Task (RCT) Syntactic Knowledge Task (SKT) Optional Open Response Task (ORT)	Tier 3 Student scores above 84% (Green Zone-likely not at risk) <i>*Considerations should be made for students to be removed from Tier 3 intervention (at the Semester) when successful interventions have been met and documented.</i>	Through Intensive Reading Intervention course , students will receive differentiated instruction with grade-appropriate nonfiction text and text matched to his/her individual Lexile level utilizing Achieve 3000. Teacher will consider individual students' strengths & weaknesses in fluency, vocabulary, and comprehension for targeting small group instruction. Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards. Use percentile ranks to group students according to relative skill strengths/weaknesses. Resources: Teacher Tool-Using FAIR-FS Data in Classroom, Open Response Tasks (ORT) in FAIR-FS, FAIR-FS Instructional Decision Chart, CPALMS FAIR-FS Professional Development Module, Reciprocal Teaching.
	Students score below 84% in PLS (Yellow or Red Zones and may likely be at risk) <30th percentile on 1 task: some support is needed, <30th percentile on 3 or more tasks: intensive instruction is needed, <30th percentile on WRT and 1 other task: Decoding and fluency instruction is needed, <30th percentile on RCT or VKT and SKT: Language and Listening Comprehension instruction is needed. <i>*We will use our district's MTSS criteria to identify students to be referred to the school based problem-solving team.</i>	In addition to the above, use WRT, VKT, RCT, and SKT and additional diagnostic assessments (ORT) as needed to create a reading profile to determine if/what supplemental and/or intensive instruction targeted to the individual student's skill weaknesses is needed. Use percentile ranks to group students according to relative skill strengths/weaknesses. In the class reports tab, use report for each task to facilitate grouping students and adjusting instruction. See Teacher Tool and resources above. Teacher Tool: Using FAIR-FS Data in the Classroom	

9th-12th Grade Decision Tree

Screening Assessment	Progress Monitoring/ Frequency	If	Then
Spring FSA ELA Score 3 and above	District-created quarterly assessments	Tier 1 Student scores above 60% Cut Band range	Through a Regular or Advanced ELA course , provide grade 9-12 students integrated language arts study in reading, writing, speaking, listening, and language, using texts of appropriate complexity, for college and career preparation and readiness.
		Tier 1 Student scores below 60% Cut Band range	In addition to the above, review and analyze LSA data to determine standard(s) that were most commonly missed to inform instruction and develop appropriate interventions.
Spring FSA ELA Score 2	District-created quarterly assessments	Tier 2 Student scores above 60% Cut Band range	Through a Regular or Advanced ELA course , provide grade 9-12 students integrated language arts study in reading, writing, speaking, listening, and language, using texts of appropriate complexity, for college and career preparation and readiness.
		Tier 2 Student scores below 60% Cut Band range	In addition to the above, teacher identifies differentiation strategies- ie small group (4-6) instruction to target specific standards and review items with students and closely monitors progress with classroom formative assessments. If problems persist, consider the following: <ul style="list-style-type: none"> ● further diagnostic assessment (FAIR-FS or DAR) and proposal for support to the MTSS Problem Solving Team ● possible placement in an Intensive Reading (9/10)/Intensive Language Arts (11/12) class and/or site-based intervention block with a teacher who is reading endorsed/certified.
Spring FSA ELA Score 1	FAIR-FS 3x a year Word Recognition Task (WRT) Vocabulary Knowledge Task (VKT) Reading Comprehension Task (RCT) Syntactic Knowledge Task (SKT) Optional Open	Tier 3 Students score above 84% (Green Zone-likely not at risk) <i>*Considerations should be made for students to be removed from Tier 3 intervention (at the Semester) when successful interventions have been met and documented.</i>	Through Intensive Reading Intervention (9-10)/ Intensive Language Arts (11-12) course , students will receive differentiated instruction with grade-appropriate, nonfiction text, matched to his/her individual Lexile level utilizing Achieve 3000. Teachers consider individual students' strengths & weaknesses in fluency, vocabulary, and comprehension for targeting small group instruction. Provide enhanced instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards. Use percentile ranks to group students according to relative skill strengths/weaknesses. In the class reports tab, use report for each task to facilitate grouping students and adjusting instruction. Resources: Teacher Tool- Using FAIR-FS Data in Classroom, Open Response Tasks (ORT) in FAIR-FS, FAIR-FS Instructional Decision Chart, CPALMS FAIR-FS Professional Development Module, Reciprocal Teaching.

	<p>Response Task (ORT)</p>	<p style="text-align: center;">Tier 3</p> <p>Students score below 84% in PLS (Yellow or Red Zones and may likely be at risk)</p> <p><30th percentile on 1 task: some support is needed</p> <p><30th percentile on 3 or more tasks: intensive instruction is needed</p> <p><30th percentile on WRT and 1 other task: Decoding and fluency instruction is needed.</p> <p><30th percentile on RCT or VKT or SKT: Language and Listening Comprehension instruction is needed.</p> <p><i>*We will use our district's MTSS criteria to identify students to be referred to the school based problem-solving team.</i></p>	<p>In addition to the above, use WRT, VKT, RCT, and SKT and additional diagnostic assessments (ORT) as needed to create a reading profile to determine if/what supplemental and/or intensive instruction targeted to the individual student's skill weaknesses is needed.</p>
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K-2 Authentic Literacy Block 120 minutes

The range of times represent a sliding scale based on student need, demonstration of learning, and specific school/classroom time. This block includes the integration of Social Studies and Science.

Teachers have autonomy to decide how to use the time most effectively to increase student learning.

Time	Daily Reading and Writing Practice	Instructional Element
5 minutes	<p style="text-align: center;">Read Aloud/Book Talk</p> <p>Devoted time to develop a love of reading This is a wonderful opportunity to nudge readers to a new author/title/genre</p>	Model (Teacher or Student)
30 minutes	<p style="text-align: center;">Phonics/Phonemic Awareness</p> <p>Targeted mini-lesson from the scope and sequence of your selected systematic phonics program that focuses on a particular FL ELA Standard for Foundational Skills, including print concepts, phonological awareness, and phonics.</p> <p>Student application and practice of skill using systematic phonics program.</p>	Model, Guided, Collaborative, Independent <i>This will vary depending on lesson pacing and student need.</i>
5-10 minutes	<p style="text-align: center;">Mini-lesson focused on reading process/LAFS standards</p> <p>Teacher reads/thinks aloud text, engaging students with questions, and accountable talk Students respond to comprehension questions throughout the lesson Teacher addresses vocabulary throughout the text Read-alouds should include text of high complexity and may include Social Studies and Science content when appropriate (See blueprints) (e.g. comprehension, phonics, strategies, etc.)</p>	Model (Whole Group)
30-45 minutes	<p style="text-align: center;">Independent Reading with Conferring</p> <p>Independent, small group and/or individual student reading where students practice the strategy or skill from the mini-lesson using books of their choice on their independent level.</p>	<p style="text-align: center;">Independent/Guided</p> <p style="text-align: center;">Building Stamina in Reading Guidance</p>
Independent Daily	<p>Reading/Teacher Led Small Group Instruction and Tier II BLOCK</p> <p>Teachers confer with readers.</p> <p>During this required practice, teachers generally conference with each student <u>at least one</u> time a week discussing text, strategies, or skills. Students not involved in a conference will continue reading their book and may write a response to their book or respond to the text used for instruction.</p> <p>Teacher Led Small Group Instruction and/or Tier II (Supplemental Intervention)</p> <p>Best Practices for this block include:</p> <ul style="list-style-type: none"> ● Guided Reading (Teacher led) ● Fluency practice ● Phonics for striving readers ● Word Work (Vocabulary, Sight words) ● Independent reading/ in response to text <p>Groups are formed based on data and student needs.</p>	Amounts are “up to” minutes read
Emergent/Early Conferring Form Independent Reading Conferring Form		
3 minutes	<p style="text-align: center;">Reflect/debrief learning, thinking, process/share beautiful words (celebrations)</p>	Collaborative/Whole Group
10-15 minutes	<p style="text-align: center;">Mini-lesson focused on writing craft and/or process</p> <p>Teacher may use an anchor text to demonstrate what writers do and why.</p>	(Model) Whole Group
10-25 minutes	<p style="text-align: center;">Independent Writing with Conferring</p> <p>Independent time for students to write and engage in teacher and/or peer conferences about their writing integrated with grammar instruction.</p>	Independent/Collaborative
3 minutes	<p style="text-align: center;">Reflect/debrief learning, thinking, process/share beautiful words</p>	Collaborative/Whole Group

3-5 Authentic Literacy Block 120 minutes

The range of times represent a sliding scale based on student need, demonstration of learning, and specific school/classroom time. This block includes the integration of Social Studies.

Teachers have autonomy to decide how to use the time most effectively to increase student learning.

Time	Daily Reading and Writing Practice	Instructional Element																																			
5 minutes	Read Aloud/Book Talk	Model (Teacher or Student)																																			
	Devoted time for developing a love of reading This is a wonderful opportunity to nudge readers to a new author/title/genre																																				
5-15 minutes	Mini-lesson focused on reading process/LAFS standards Teacher reads/thinks aloud text, engaging students with questions, and accountable talk Students respond to comprehension questions throughout the lesson Teacher addresses vocabulary throughout the text Read-alouds should include text of high complexity and may include Social Studies and Science content when appropriate (e.g. comprehension, phonics, strategies, etc.)	Model (Whole Group)																																			
60 minutes	Independent Reading with Confering Independent, small group and/or individual student reading. Students practice the strategy or skill from the mini-lesson using books of their choice on their independent level. Teachers confer with readers. <i>Teachers generally conference with each student at least one time a week discussing text, strategies, or skills. Students not involved in a conference will continue reading their book and may write a response to their book or respond to the text used for instruction.</i>	Independent/Guided Building Stamina in Reading Guidance																																			
	Teacher led Small Group Instruction and/or Tier II (Supplemental Intervention) Best Practices for this block of time can include: <ul style="list-style-type: none"> ● Guided Reading (Teacher) ● Independent reading and/or writing in response to text ● Standards-based Station practice ● Fluency practice ● Advanced Phonics/Word Work/Vocabulary Groups are formed based on data and student need.	<table border="1"> <thead> <tr> <th>Grade</th> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>5</td> <td>5-10</td> <td>10-15</td> <td>15</td> </tr> <tr> <td>1st</td> <td>5</td> <td>10-15</td> <td>15</td> <td>15</td> </tr> <tr> <td>2nd</td> <td>10</td> <td>15</td> <td>15</td> <td>20</td> </tr> <tr> <td>3rd</td> <td>15</td> <td>15-20</td> <td>20-25</td> <td>25</td> </tr> <tr> <td>4th</td> <td>15</td> <td>20-25</td> <td>25-30</td> <td>30</td> </tr> <tr> <td>5th</td> <td>15</td> <td>20-25</td> <td>25-30</td> <td>30-35</td> </tr> </tbody> </table> <p>*Amounts are “up to” minutes read</p>	Grade	Q1	Q2	Q3	Q4	K	5	5-10	10-15	15	1st	5	10-15	15	15	2nd	10	15	15	20	3rd	15	15-20	20-25	25	4th	15	20-25	25-30	30	5th	15	20-25	25-30	30-35
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APPENDIX C

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

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

Section 1: Contact Information

1. **District name:** Lake County Schools
2. **Contact name for schools covered on this plan:** Amy Cockcroft
3. **Contact phone number:** 352-747-6908
4. **Contact email:** cockcrofta@lake.k12.fl.us
5. **Schools covered by this plan:** Beverly Shores Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:15 a.m.
2. **School dismissal time:** 3:15 p.m.
3. **Total number of instructional minutes per day:** 320 minutes
4. **Minutes per day of reading instruction (must be at least 150):** K-165, 1st – 200 minutes, 2nd – 205, 3rd – 160 minutes, 4th - 150 minutes, 5th – 150 minutes

Section 3: Instructional Design

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

The district has a 30-minute intervention/enrichment built into the daily schedule. All students participate in the block. Instruction is differentiated to meet the needs of all learners. BSE uses SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sights words), i-Ready and LLI (Leveled Literacy Intervention) assessments to group students according to need. Sixteen students in grades 3-5, earned a level 4 or 5 on FSA, may be serviced through the gifted program. All of the students scoring level 4 or 5 will have Authentic Literacy opportunities through the use of grade level complex text, using reading, writing, thinking, and speaking. These students will have opportunities to engage in researching topics, completing extended lessons through i-Ready toolbox and working on projects integrating content literacy.

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.

Our district uses the teacher evaluation, which includes student performance measures for reading. Daily progress monitoring of all interventions and reading instruction is done by the administrative team and the academic coaches, which include both MTSS/Intervention Specialists and Literacy Coaches. Modeling, coaching and co-teaching are some of the strategies used to ensure that all teachers are effective in the instructional delivery. The teachers providing reading intervention that have returned to the school for the 2019-2020 school year are determined Effective or Highly Effective based on the model below.

KG-2 Grade Teachers

i-Ready Student Growth Model

- **Typical Growth:** the *average* growth of students at each grade level and placement level.
- Typical Growth allows teachers to see how a student is growing compared to *average student growth* at the same grade and placement level.
- **Stretch Growth:** the growth **recommended** to put below-grade-level students on a *path to proficiency* and on-grade level students on a *path to advanced* proficiency levels.
- Students who are further behind have larger growth benchmarks to ***catch them up***, and it will likely take many students more than one year to achieve proficiency.
- Students who are already proficient have aspirational Stretch Growth benchmarks to ***advance to or maintain*** above-grade level proficiency.
- Stretch Growth marks the growth that students should achieve in a single year.
- Standard Passing Rate Model Scale Applied
- Highly Effective: 75% - 100%
- Effective: 50% - 74%
- Needs Improvement: 25% - 49%
- Unsatisfactory: 0-24%

Grade 3 Teachers and Grade 5 (FCAT Science only)

Adjusted Passing Rate using the FSA ELA/Math assessment data and FCAT Science Grade 5

- Teachers receive credit for every student that passes (1.0 point)
- Teachers receive partial credit for students scoring a Level 2 (0.5 point)
- Standard Passing Rate Model Scale Applied
- Highly Effective: 75% - 100%
- Effective: 50% - 74%
- Needs Improvement: 25% - 49%
- Unsatisfactory: 0-24%

Grades 4-5 Teachers

- VAM data is not used as part of teacher evaluations per FL Statute 1012.34 (7)(b) indicating school districts are not required to use the learning growth formulas approved by the commissioner.
- LCS uses the following formula:
 - Recognizes students who demonstrate either **proficiency or growth**
 - Students who earn a Level 3, 4, or 5 on their FSA count as a pass for the teacher
 - Students who score a Level 1 or 2 count as a pass for the teacher if meet one of the following criteria
 - Grow from a Level 1 to a 2
 - Maintain a 1, BUT move up a Level 1 sub-category
 - Maintain a 2, BUT move up a Level 2 sub-category
 - Students without pre-existing data...
 - Students scoring a Level 3, 4, or 5 but who do not have a score from the previous year **DO** count for the teacher!
 - Students scoring a Level 1 or 2, but who do not have a score from the previous year do **NOT** count in the total number of students for OR against the teacher.
 - Students who score a Level 1 or 2 but do not move up a level or subcategory (No Proficiency/No Growth) do count in the total number of students for the calculations but do not count as a pass for the teacher
 - Modified Passing Rate Model Scale Applied
 - Highly Effective: 65% - 100%
 - Effective: 30% - 64%
 - Needs Improvement: 10% - 29%
 - Unsatisfactory: 0-9%

Non-Classroom Teachers (Instructional Support/Coaches)

- Whole School Score calculation (FSA ELA/Math, FCAT Science, and i-Ready ELA/Math)

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 implementation of these programs with fidelity, started late in the 2019 school year. This was due in part to a large number of the classrooms actually being taught by substitutes. The 2019-20 school year started with a fully staffed team that met during the summer for a 3-day boot camp that outlined instruction and implementation of the resources to be used during the additional hour of instruction. Two research based

reading interventions are utilized. SIPPS(Systematic Instruction in Phonological Awareness, Phonics, and Sights words), and LLI(Leveled Literacy Intervention). Each of these programs provide initial placement assessments and on-going progress monitoring. i-Ready is also utilized for ongoing progress monitoring and skill support lessons. Data from each reading intervention is monitored weekly through Performance Matters and data tracking sheets in Google docs. The Problem Solving Team meets with each grade level weekly to discuss student progress in interventions.

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

i-Ready, SIPPS, and LLI all have placement/diagnostic assessments to align the level of support students need to achieve reading success. SIPPS and LLI have formative assessments for ongoing progress monitoring. Students are grouped and regrouped in SIPPS and i-Ready three times during the year using BOY, MOY, EOY data. Students receiving instruction in LLI are progress monitored every 7-10 days and move levels based on their improvement.

- 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.**

- **SIPPS:** Helps new and struggling readers build the skills and confidence they need to gain reading fluency and comprehension. It is a systemic approach to decoding. Each SIPPS level corresponds to one level in a developmental progression: sample alphabetic, spelling patterns, and polysyllabic/morphemic phases. Teachers delivering this intervention will follow the scripted outline provided for each daily lesson. The daily routine starts with a review of the previous day's skill or story. Then, the instruction moves through the following components: phonological awareness, phonics and decodable words, sight words and reading a story (transfer), guided spelling and segmentation, and fluency practice. Each component allows for error correction and feedback.
- **LLI:** Is an intensive, small-group supplementary literacy intervention for students who find reading and writing difficult. The goal is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. This resource focuses on fluency, vocabulary and comprehension. Teachers delivering this intervention will follow the scripted outline provided for each daily lesson to ensure fidelity. The daily routines are as follows: **Odd-numbered days** the instruction begins with rereading a book from previous day, then moving into phonics/word work error correction and guided practice are embedded into the structure. Next, a new book is introduced through guided practice, scaffolding vocabulary instruction and building background knowledge. **Even numbered days** the instruction begins

with rereading a book from previous day's lesson. Some students will read on their independent level and write about reading while other will be assessed using running records, the session concludes with phonic/word works.

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.

- Social studies and science texts are utilized in addition to, the SIPPS and LLI readers, students use to practice acquired skills and strategies.
- Questioning, prompting, and cueing are utilized throughout lessons to engage in textual discourse.
- Literacy and Numeracy support are sometimes combined with text based word problems to ensure students who also need additional support in math receive it and to ensure students have skills and strategies that they can transfer to other content area readings and text.
- Thinking Maps are used to give students tools for organizing their thoughts Core Connection is a writing program, which provides strategies to support writing and written responses to text.