

Manatee 2018-19 K-12 Comprehensive Research-Based Reading Plan

Contact Information

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

District Contact: Kimberly Organek

Contact Email: organekk@manateeschools.net

Contact Telephone: 941-751-6550

District-Level Leadership

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

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

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Performance Goals							
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	49	50	51	51	52	53	55

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	49	50	52	52	52	54	56

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	29	34	39	31	39	28	25
White/Hispanic	15	29	31	27	31	24	21
Economically Disadvantaged/Non-Economically Disadvantaged	27	30	33	27	32	24	21
Students with Disabilities/Students without Disabilities	37	34	7	31	38	28	25
English Language Learners/ Non-English Language Learners	30	41	38	37	39	33	29

* 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.

Expenditures from the Comprehensive Reading Plan allocation will positively impact student learning by allowing for enrichment and intervention programs coupled with embedded support, through high quality professional development, coaching and modeling for teachers and school leaders. Through the communication of the strategic 2020 goal, teachers and school leaders will develop capacities that allow them to grow in professional practice around remediating and accelerating students learning in reading and writing.

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?

Executive Directors of Curriculum, Elementary Education and Secondary Education are responsible for monitoring the academic progress of students. This team meets regularly to analyze district level, school level and classroom level performance data so that school based support can be differentiated by school site. Through the analysis of this data, a tiered system of school support is established which allows District resources and staffing to be appropriately deployed to support curricular and instructional needs. Through the collection of this data, schools are put into a tiered system of support; Tier III schools receive intensive district support on a weekly basis, Tier II schools receive moderate district support on a bi-weekly basis and Tier I schools receive support on a monthly/as needed basis from district staff. District staff supporting the tiered system of support includes Executive Directors, Directors of Curriculum and Professional learning, Curriculum Specialists, Instructional Specialists, and School Improvement Specialists.

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.

School level progress monitoring data collected will include data from the FSA (3rd-10th grades), iReady (K-5th grades), Reading Plus (6-12th grades reading intervention classes), Achieve 3000 and Teengagement (9th-12th grade reading intervention classes). In addition, the district will use School City, the district data analysis and reporting tool, to analyze and monitor district quarterly assessments aligned to the standards in grades 2 through 10.

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

This data will be collected and reviewed quarterly (October, January, March, May/June) and semi quarterly for schools needing extra support as outlined in our tiered system of school support.

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

Executive Directors of Curriculum, Elementary Education and Secondary Education are responsible for their assigned grade spans and the monitoring of students' academic progress.

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?

A district literacy leadership team will collaborate with schools to support and monitor the implementation of instruction and the Florida standards. Schools will use student progress monitoring and achievement data to provide multi-tiered support to emphasize acceleration for all students combined with remediation support for identified students.

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

This will be evidenced through the analysis of data collected in targeted walk throughs and through analysis of results of the district data, including iReady Diagnostic and Standards Mastery (K-5th grades) and District Quarterly Assessments (2nd-10th grades).

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

This evidence will be collected and reviewed quarterly (October, January, March, May/June).

6. In regard to access to informational text for each content area in a variety of mediums, please address the following:

A. Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?

The district curriculum, instructional and media specialists will work with the schools and teachers to meet the expectation for the use of appropriate and varying informational, multi-media text across all content areas.

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

The district curriculum, instructional and media specialists will work with schools and teachers to identify texts pertaining to a single topic using multiple mediums. The district will provide professional development and support for teachers to utilize close reading strategies with an emphasis on text structure, including Comprehension Instructional Sequence Model, Document Based Questions and Text Dependent Questions, in grades 3 through 12. The goal is for all teachers in grades 3 through 12 to regularly engage students in close reading strategies with grade level complex texts for the purpose of increasing content knowledge and critical thinking. Additionally, the district has access to Discovery Ed and World Book Online. These digital tools have articles, videos, audio and images in all content areas. District Media Specialists will develop an online course for teachers through our Learning Management System, Schoology, that will provide professional development on how to use these online tools to support instruction with informational texts in a variety of mediums.

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

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

In order to ensure that all classroom instruction is accessible to the full range of learners, the district's ESE, ESOL, Gifted, Title One, Professional Learning and School Improvement departments will embed the principles of Universal Design for Learning in all professional development provided to instructional leaders and staff. This will assist teachers to include appropriate scaffolding, support, or modifications for diverse learners. In addition, the district offers online professional development opportunities focused specifically on building and applying knowledge of UDL in classroom practice.

B. What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?

This will be evidenced through an analysis of data collected in targeted walk throughs and through analysis of results of the district data (FSA, iReady, Achieve 3000, Reading Plus, Teengagement, and District Quarterly Assessments). Additionally, the professional learning specialists will utilize the district professional learning site data to monitor that teachers are registering and participating in professional development in UDL.

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

The evidence will be reviewed and collected quarterly (October, January, March, May/June).

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;

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

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

Professional Development

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

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

The professional development is paid for with our Title II funds.

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

0

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

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

The Executive Director of Curriculum and Professional Learning, as well as the Directors of Elementary and Secondary Curriculum and Professional Learning, Executive Directors of Elementary and Secondary Education will ensure all coaches, teachers and administrators are trained.

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

Title II funds are the source of funding for these trainings.

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.**

THE SCHOOL BOARD OF MANATEE COUNTY

Local Title: LITERACY COACH

State Title: Trainer, Instructional

JOB DESCRIPTION

JOB GOAL:

To provide leadership, planning, development, implementation, and evaluation to schools to improve literacy across the curriculum.

QUALIFICATIONS:

1. Master's Degree in Education required.

2. Reading Certification, Reading Endorsement, or Master's in Reading required.
3. Successful experience conducting professional development activities in reading/literacy and/or experience in other leadership roles.
4. Five years of successful teaching experience required.
5. Strong background in reading/literacy curriculum, assessment, and instruction and teacher training required.
6. Valid Florida Teaching Certificate.
7. Valid Florida Driver's License.
8. ESOL Certification or Endorsement preferred.
9. Appropriate grade level experience preferred.

KNOWLEDGE, SKILLS AND ABILITIES:

Deep knowledge of reading/literacy curriculum, instruction, and ability to model systematic, explicit instructional processes. Knowledge and understanding of multiple reading/literacy assessments and how to use data to inform instruction. Ability to interpret reading/literacy assessments and use data to determine professional development needs and recommend changes to improve school-wide and/or classroom instructional practices. Ability to provide effective instructional feedback and motivate others to perform at high standards. Ability to identify problems and develop appropriate solutions. Ability to effectively prioritize, schedule, manage, and organize multiple daily tasks to achieve goals. Strong interpersonal skills and the ability to relate to and interact with adults exhibiting a range of abilities and dispositions. High degree of professionalism to ensure and protect the confidentiality of educators and students. Strong work ethic, self-directed and reliable, and the ability to work both independently and collaboratively. Sense of urgency for reading/literacy achievement. Persistent in spite of obstacles. Effective written and oral communication skills, including the ability to engage in different and candid conversations with a variety of stakeholders. Desire to grow professionally.

REPORTS TO:

School Principal

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

1. Engages in coaching support with teachers at least 80 percent of the weekly instructional time.
2. Uses data to identify and prioritize coaching support and inform instruction.
3. Provides specialized instruction and assessment strategies to teachers through demonstration and modeling.
4. Facilitates the review, evaluation, and integration of literacy resources across the content areas.
5. Acquaints teachers with and provides support to integrate successful and innovative strategies for classroom instruction and assessment.
6. Provides information about materials and resources.
7. Collaborates with other departments and district Curriculum Specialists to promote and support district literacy initiatives.
8. Attends district coaching professional development opportunities and academies.

9. Submits monthly coaching logs and other reports as needed to appropriate district staff
10. Remains current through study and discussion of professional literature and membership in professional organizations.
11. Performs other related duties to promote literacy across all content areas as necessary and as assigned.

PHYSICAL REQUIREMENTS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable the individuals with disabilities to perform the essential functions.

Position may require employee to lift, carry, or move materials. While performing the duties of this job, the employee is required to sit and talk or listen. The employee must be able to attend meetings, travel, and facilitate training sessions in the evenings and on Saturdays. The position requires the individual to meet multiple demands from several people and interact with the public and other staff.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District’s approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board’s policy on evaluation of personnel.

Board approved:
04/26/2016

SALARY SCHEDULE	INSTRUCTIONAL
PAY GRADE	PAC2
SHORT TITLE	BAS318
STATE JOB CODE	64020

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

In 2018-19, the following schools will have Reading Coaches funded from the allocation: King Middle School, Buffalo Creek Middle School, Braden River Middle School, Palmetto High School, Manatee 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.

The student achievement at the selected schools is declining. These schools do not have Title I funds to pay for support positions, as a result, funds from the CRP will allow those schools to receive such support in the form of Reading Coaches.

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

- a. Elementary: 0
- b. Middle: 3
- c. High: 2

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

The effectiveness of staff is determined through observation, analysis of student data, coaching logs and regular meetings/trainings with the Coaches in the Coaching Academy.

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

\$325,000

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?

none

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.

N/A

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

- a. Elementary:N/A
- b. Middle:N/A
- c. High:N/A

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.:**

NextStep Florida Guided Reading for K-2 teachers, iReady (K-5), iReady (K-5), Write to Learn (6-12), Teengagement (6-12) Reading Plus (6-12), WriteScore (4-10), Turnitin (6-12)

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

\$1,209,447

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.**

Title One: Imagine Learning, SRA, Reading Mastery, Saxon Phonics
School Improvement: WonderWorks

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Alison Nichols
2. **Email Address:**nicholsa@manateeschools.net
3. **Phone Number:**941-751-6550
4. **Please list the schools which will host a SRC:**

Oneco Elementary, Daughtrey Elementary, Tara Elementary, Palmetto Elementary, Sea Breeze Elementary, Rogers Garden-Bullock Elementary

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:** June 4, 2018
 - b. **Which days of the week is SRC offered:**Monday - Thursday
 - c. **Number of instructional hours per day in reading:** 6
 - d. **End Date:** July 19, 2018
 - e. **Total number of instructional hours of reading:** 144
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.?**

Sixty percent of the teachers are rated as highly effective and forty percent are rated effective. There were not enough applicants to have one hundred percent highly effective, so the difference was made up with the highest ranked effective teachers.

7. What is the anticipated teacher/student ratio?

1:12

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 growth will be evidenced through the analysis of the results of district data from the district reading portfolio and SAT-10.

300 Lowest-Performing Elementary Schools

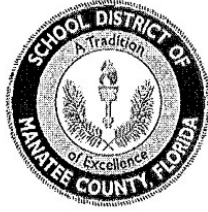
Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be 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	\$300,000
District expenditures on reading coaches	\$325,000
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	\$1,209,447
District expenditures on professional development	0
District expenditures on summer reading camps	\$300,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	\$2,134,447
Amount of district research-based reading instruction allocation for 2018-2019	\$2,134,447

APPENDIX A



AGENDA October 17, 2017 @ 1:00 pm

Attendees:

*Cynthia Saunders, Shirin Gibson, Vickie Williams, Kimberly Organeck,
Alison Nichols, Wylene Herring-Cayaso, Elena Garcia*

AGENDA TOPICS:

1. Good Cause/Mid Year Promotion
2. Changes to Reading Instruction and Intervention
3. Professional Development offerings aligned with Comprehensive Reading Plan

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
 - 1) Scaled score of 497-529
 - 2) Scaled score of 438-496
 - 3) Scaled score of 437 and below; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

School District of Manatee County- Elementary Chart DT1 2018-2019

Grade Level	Assessments	Performance Benchmarks	Instructional Support	Criteria for Reading Deficiency
Kindergarten	<ul style="list-style-type: none"> • Florida Kindergarten Readiness Screener • I-Ready Diagnostic 	<p>Florida Kindergarten Readiness Screener:</p> <ol style="list-style-type: none"> 1. Scale score of 437 and below (below grade level) 2. Scale score of 438-496 (below grade level) 3. Scale score of 497-529 (on grade level) 4. Scale score of 530 and above (above grade level) <p>I-Ready Diagnostic Reading Placements Overall:</p> <ol style="list-style-type: none"> 1. Scale score of 361 and below (below grade level) 2. Scale score of 362-479 (on grade level) 3. Scale score of 480 and above (above grade level) 	<p>In addition to daily core instruction from Wonders that includes explicit instruction with on-level phonemic awareness, phonics, vocabulary, fluency, and comprehension:</p> <ol style="list-style-type: none"> 1. Students below grade level on FLKRS (437 and below) will receive differentiated instruction daily during the 90 minute reading block that will include instruction and practice in: phonological awareness, letter recognition, letter-sound correspondences, oral language, and vocabulary. 2. Students below grade level on FLKRS (438-496) and/or i-Ready (361 and below) will receive differentiated instruction daily during the 90 minute reading block that will include instruction and practice in: phonological awareness, letter recognition, letter-sound correspondences, decoding of simple sound-spelling patterns, oral language, and vocabulary. 3. Students on grade level on FLKRS (497-530) and/or on i-Ready (362-479) will receive differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: oral language, phonological awareness, vocabulary, listening comprehension, decoding skills, and beginning reading strategies. 4. Students above grade level on FLKRS (530 and above) and/or i-Ready (573 and above) will receive differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: vocabulary, listening/reading comprehension, and reading strategies while continuing to develop their decoding and oral language skills. 	<ol style="list-style-type: none"> 1. Students scoring 437 and below on the Florida Kindergarten Readiness Screener AND 361 and below on the i-Ready Diagnostic have a substantial reading deficiency and will require <i>intensive</i> intervention (more time, smaller group size) outside of the 90 minute reading block daily. 2. Students scoring 438-496 on the Florida Kindergarten Readiness Screener OR 361 and below on the i-Ready Diagnostic will require intervention outside of the 90 minute reading block daily. <p>A progress monitoring plan is required for these students and parents of these students will be notified per guidelines in the District's Student Progression Plan. These students have:</p> <ul style="list-style-type: none"> • Below level phonological awareness and phonics • Limited vocabulary <p>Interventions used will include explicit, systematic, and multisensory reading instruction. Suggested resources include but are not limited to:</p> <ul style="list-style-type: none"> • Wonders Differentiated Lessons • Wonder Works Intervention Lessons • I-Ready Tools for Instruction Lessons • Leveled Literacy Intervention • SRA Reading Mastery • Imagine Learning (ELL's under 2 years)

School District of Manatee County- Elementary Chart DT1 2018-2019

Grade Level	Assessments	Performance Benchmarks	Instructional Support	Criteria for Reading Deficiency
1st	<ul style="list-style-type: none"> • I-Ready Diagnostic 	<p>I-Ready Diagnostic Reading Placements Overall:</p> <ol style="list-style-type: none"> 1. Scale score of 346 and below (2 years below grade level) 2. Scale score of 347-433 (1 year below grade level) 3. Scale score of 434-536 (on grade level) 4. Scale score of 537 and above (above grade level) 	<p>In addition to daily core instruction from Wonders that includes explicit instruction with on-level phonemic awareness, phonics, vocabulary, fluency, and comprehension:</p> <ol style="list-style-type: none"> 1. Students below grade level (346 and below) will receive differentiated instruction daily during the 90 minute reading block that will include instruction and practice in: phonological awareness, letter recognition (if needed), letter-sound correspondences, decoding of sound-spelling patterns, oral language, and vocabulary. 2. Students below grade level on i-Ready (347-433) will receive differentiated instruction daily during the 90 minute reading block that will include instruction and practice in: phonological awareness tasks, letter-sound correspondences, decoding of sound-spelling patterns, oral language, and reading strategies. 3. Students on grade level on i-Ready (434-536) will receive differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: vocabulary, listening/reading comprehension and reading strategies while continuing to develop their decoding and oral language skills. 4. Students above grade level on i-Ready (573 and above) will receive differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: vocabulary, word parts, multisyllabic words, fluency, and comprehension strategies. 	<ol style="list-style-type: none"> 1. Students scoring 346 and below on the i-Ready Diagnostic have a substantial reading deficiency and will require <i>intensive</i> intervention (more time, smaller group size) outside of the 90 minute reading block daily. 2. Students scoring 347-433 on the i-Ready Diagnostic will require intervention outside of the 90 minute reading block daily. <p>A progress monitoring plan is required for these students and parents of these students will be notified per guidelines in the district's Student Progression Plan. These students have:</p> <ul style="list-style-type: none"> • Below level phonological awareness and phonics • Limited vocabulary <p>Interventions used will include explicit, systematic, and multisensory reading instruction. Suggested resources include but are not limited to:</p> <ul style="list-style-type: none"> • Wonders Differentiated Lessons • Wonder Works Intervention Lessons • I-Ready Tools for Instruction Lessons • Leveled Literacy Intervention • SRA Reading Mastery • Imagine Learning (ELL's under 2 years)

School District of Manatee County- Elementary Chart DT1 2018-2019

Grade Level	Assessments	Performance Benchmarks	Instructional Support	Criteria for Reading Deficiency
2nd	<ul style="list-style-type: none"> • I-Ready Diagnostic 	<p>I-Ready Diagnostic Reading Placements Overall:</p> <ol style="list-style-type: none"> 1. Scale score of 418 and below (2 years below grade level) 2. Scale score of 419-488 (1 year below grade level) 3. Scale score of 489-560 (on grade level) 4. Scale score of 561 and above (above grade level) 	<p>In addition to daily core instruction from Wonders that includes explicit instruction with on-level phonemic awareness, phonics, vocabulary, fluency, and comprehension:</p> <ol style="list-style-type: none"> 1. Students below grade level (418 and below) will receive differentiated instruction daily during the 90 minute reading block that will include instruction and practice in: decoding common sound-spelling patterns, fluency practice, vocabulary, and high utility academic language. 2. Students below grade level on i-Ready (419-488) will receive differentiated instruction daily during the 90 minute reading block that will include instruction and practice in: decoding common sound-spelling patterns, more complex sound-spelling patterns, fluency, vocabulary and comprehension strategies. 3. Students on grade level on i-Ready (489-560) will receive differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: vocabulary, word parts, multisyllabic words, fluency, and comprehension strategies. 4. Students above grade level on i-Ready (561 and above) will receive differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: higher level vocabulary and comprehension strategies. 	<ol style="list-style-type: none"> 1. Students scoring 418 and below on the i-Ready Diagnostic have a substantial reading deficiency and will require <i>intensive</i> intervention (more time, smaller group size) outside of the 90 minute reading block daily. 2. Students scoring 419-488 on the i-Ready Diagnostic will require intervention outside of the 90 minute reading block daily. <p>A progress monitoring plan is required for these students and parents of these students will be notified per guidelines in the district's Student Progression Plan. These students have:</p> <ul style="list-style-type: none"> • Below level phonological awareness and/or phonics • Limited vocabulary <p>Interventions used will include explicit, systematic, and multisensory reading instruction. Suggested resources include but are not limited to:</p> <ul style="list-style-type: none"> • Wonders Differentiated Lessons • Wonder Works Intervention Lessons • I-Ready Tools for Instruction Lessons • Leveled Literacy Intervention • SRA Reading Mastery • Imagine Learning (ELL's under 2 years)

School District of Manatee County- Elementary Chart DT1 2018-2019

Grade Level	Assessments	Performance Benchmarks	Instructional Support	Criteria for Reading Deficiency
3 rd	<ul style="list-style-type: none"> • FSA- ELA • I-Ready Diagnostic 	<p>FSA- ELA (Retained Students- Level 1)</p> <p>I-Ready Diagnostic Reading Placements Overall:</p> <ol style="list-style-type: none"> 1. Scale score of 473 and below (2 or more years below grade level) 2. Scale score of 474-510 (1 year below grade level) 3. Scale score of 511-602 (on grade level) 4. Scale score of 603 and above (above grade level) 	<p>In addition to daily core instruction from Wonders that includes explicit instruction with on-level phonemic awareness, phonics, vocabulary, fluency, and comprehension:</p> <ol style="list-style-type: none"> 1. Students 2 or more years below grade level on i-Ready (473 and below) will receive differentiated instruction daily during the 90 minute reading block that will include instruction and practice in: phonemic awareness as needed, decoding longer words, word parts, fluency, vocabulary, and academic language. 2. Students 1 year below grade level on i-Ready (474-510) will receive differentiated instruction daily during the 90 minute reading block that will include instruction and practice in: decoding longer words, word parts, fluency, comprehension strategies, and text structure. 3. Students on grade level on i-Ready (511-602) will receive differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: vocabulary and comprehension strategies. 4. Students above grade level on i-Ready (603 and above) will receive differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: higher level vocabulary and comprehension strategies. 	<ol style="list-style-type: none"> 1. Retained students (Level 1 on FSA-ELA) have a substantial reading deficiency and will require <i>intensive</i> intervention (more time, smaller group size) outside of the 90 minute reading block daily. 2. Students scoring 473 and below on the i-Ready Diagnostic have a substantial reading deficiency and will require <i>intensive</i> intervention (more time, smaller group size) outside of the 90 minute reading block daily. 3. All students scoring 474-510 on the i-Ready Diagnostic will require intervention outside of the 90 minute reading block daily. <p>A progress monitoring plan is required for these students and parents of these students will be notified per guidelines in the district’s Student Progression Plan. These students demonstrate:</p> <ul style="list-style-type: none"> • Below level phonics • Limited vocabulary • Low comprehension <p>Interventions used will include explicit, systematic, and multisensory reading instruction. Suggested resources include but are not limited to:</p> <ul style="list-style-type: none"> • Wonders Differentiated Lessons • Wonder Works Intervention Lessons • I-Ready Tools for Instruction Lessons • Leveled Literacy Intervention • SRA • Imagine Learning (ELL’s under 2 yrs.)

School District of Manatee County- Elementary Chart DT1 2018-2019

Grade Level	Assessments	Performance Benchmarks	Instructional Support	Criteria for Reading Deficiency
4 th	<ul style="list-style-type: none"> • FSA- ELA • I-Ready Diagnostic 	<p>FSA- ELA:</p> <ol style="list-style-type: none"> 1. Level 1 (below grade level) 2. Level 2 (below grade level) 3. Level 3 (on grade level) 4. Level 4-5 (above grade level) <p>I-Ready Diagnostic Reading Placements Overall:</p> <ol style="list-style-type: none"> 1. Scale score of 495 and below (2 or more years below grade level) 2. Scale score of 496-556 (1 year below grade level) 3. Scale score of 557-629 (on grade level) 4. Scale score of 630 and above (above grade level) 	<p>In addition to daily core instruction from Wonders that includes explicit instruction with on-level phonemic awareness, phonics, vocabulary, fluency, and comprehension:</p> <ol style="list-style-type: none"> 1. Students 2 or more years below grade level (Level 1 on FSA and/or 473 and below on i-Ready) will receive differentiated instruction daily during the 90 minute reading block that will include instruction and practice in: phonemic awareness as needed, decoding longer words, word parts, fluency, vocabulary, and academic language. 2. Students 1 year below grade level (Level 2 on FSA and/or 496-556 on i-Ready) will receive differentiated instruction daily during the 90 minute reading block that will include instruction and practice in: decoding longer words, word parts, fluency, and comprehension strategies. 3. Students on grade level (Level 3 on FSA and/or 557-629 on i-Ready) will receive differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: vocabulary and comprehension strategies. 4. Students above grade level (Level 4-5 on FSA and/or 630 and above on i-Ready) will receive differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: higher level vocabulary and comprehension strategies. 	<ol style="list-style-type: none"> 1. Students scoring Level 1 on FSA- ELA AND/OR 495 and below on the i-Ready Diagnostic have a substantial reading deficiency and will require <i>intensive</i> intervention (more time, smaller group size) outside of the 90 minute reading block daily. 2. Students scoring Level 2 on FSA- ELA AND/OR 496-556 on the i-Ready Diagnostic will require intervention outside of the 90 minute reading block daily. <p>A progress monitoring plan is required for these students and parents of these students will be notified per guidelines in the district’s Student Progression Plan. These students demonstrate:</p> <ul style="list-style-type: none"> • Below level phonics • Limited vocabulary • Low comprehension <p>Interventions used will include explicit, systematic, and multisensory reading instruction. Suggested resources include but are not limited to:</p> <ul style="list-style-type: none"> • Wonders Differentiated Lessons • Wonder Works Intervention Lessons • I-Ready Tools for Instruction Lessons • Leveled Literacy Intervention • SRA • Imagine Learning (ELL’s under 2 years)

School District of Manatee County- Elementary Chart DT1 2018-2019

Grade Level	Assessments	Performance Benchmarks	Instructional Support	Criteria for Reading Deficiency
5 th	<ul style="list-style-type: none"> • FSA- ELA • I-Ready Diagnostic 	<p>FSA- ELA:</p> <ol style="list-style-type: none"> 1. Level 1 (below grade level) 2. Level 2 (below grade level) 3. Level 3 (on grade level) 4. Level 4-5 (above grade level) <p>I-Ready Diagnostic Reading Placements Overall:</p> <ol style="list-style-type: none"> 1. Scale score of 541 and below (2 or more years below grade level) 2. Scale score of 542-580 (1 year below grade level) 3. Scale score of 581-640 (on grade level) 4. Scale score of 641 and above (above grade level) 	<p>In addition to daily core instruction from Wonders that includes explicit instruction with on-level phonemic awareness, phonics, vocabulary, fluency, and comprehension:</p> <ol style="list-style-type: none"> 1. Students 2 or more years below grade level (Level 1 on FSA and/or 541 and below on i-Ready) will receive differentiated instruction daily during the 90 minute reading block that will include instruction and practice in: phonemic awareness as needed, decoding longer words, word parts, fluency, vocabulary, and academic language. 2. Students 1 year below grade level (Level 2 on FSA or 542-580 on i-Ready) will receive differentiated instruction daily during the 90 minute reading block that will include instruction and practice in: decoding longer words, word parts, fluency, and comprehension strategies. 3. Students on grade level (Level 3 on FSA and/or 581-640 on i-Ready) will receive differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: vocabulary and comprehension strategies. 4. Students above grade level (Level 4-5 on FSA and/or 641 and above on i-Ready) will receive differentiated instruction on a regular basis during the 90 minute reading block that will include instruction and practice in: higher level vocabulary and comprehension strategies. 	<ol style="list-style-type: none"> 1. Students scoring Level 1 on FSA-ELA AND/OR 541 and below on the i-Ready Diagnostic have a substantial reading deficiency and will require <i>intensive</i> intervention (more time, smaller group size) outside of the 90 minute reading block daily. 2. Students scoring Level 2 on FSA-ELA AND/OR 542-580 on the i-Ready Diagnostic will require intervention outside of the 90 minute reading block daily. <p>A progress monitoring plan is required for these students and parents of these students will be notified per guidelines in the district’s Student Progression Plan. These students demonstrate:</p> <ul style="list-style-type: none"> • Below level phonics • Limited vocabulary • Low comprehension <p>Interventions used will include explicit, systematic, and multisensory reading instruction. Suggested resources include but are not limited to:</p> <ul style="list-style-type: none"> • Wonders Differentiated Lessons • Wonder Works Intervention Lessons • I-Ready Tools for Instruction Lessons • Leveled Literacy Intervention • SRA • Imagine Learning (ELL’s under 2 years)

School District of Manatee County- Elementary Chart DT1 2018-2019

Criteria for Notifying Parents of a Reading Deficiency Per District Student Progression Plan	<p>Parents of students in kindergarten through grade 5 who exhibit a substantial reading deficiency based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:</p> <ul style="list-style-type: none"> • That their child has been identified as having a substantial reading deficiency, including a description/explanation in parent friendly terms, of the exact nature of the child’s difficulty in reading achievement. • A description of the current services that are provided to the child. • A description of the proposed interventions and supports that will be provided to the child to remediate the reading deficiency. • That if the reading deficiency is not remediated by the end of grade 3, the child must be retained unless the child meets good cause criteria. • Strategies, including multisensory strategies, the parent can use through a read-at-home plan to help their child succeed in reading. • That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion for grade 3 and that additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for promotion. • That any grade 3 student who is identified as being at risk for retention, the parent can request the school immediately begin collecting evidence for a portfolio. • The district’s specific criteria and policies for mid-year promotion for students retained in grade 3. <p>In addition, schools may not wait for a kindergarten through grade 5 student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive interventions.</p>
<p>For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly.</p>	

School District of Manatee County- Middle (6-8) Chart DT2 2018-2019

Grade Level	Assessments	Performance Benchmarks for Identification	Performance Benchmarks for Progress Monitoring	Instructional Modifications
Grade 6-8	<ul style="list-style-type: none"> • FSA ELA • Reading Plus – InSight 	Review FSA ELA data for 2017 and 2018: <ul style="list-style-type: none"> • Level 1 for 1 year and Level 2 for 1 year • Level 2 in 2018 and no score in 2017 • Level 2 in 2017 and no score in 2018 • Level 2 for 2 years • No FSA ELA scores 	<ul style="list-style-type: none"> • In January, less than 1 reading level of gain in ReadingPlus • Completed less than 50 SR Lessons in ReadingPlus • Reading Rate on level in Reading Plus 	Tier 2 Interventions: <ul style="list-style-type: none"> • Students will receive additional instruction in an intensive reading class • Targeted small group instruction based on specific skill deficiencies • Collaboration with ELA teacher
			<ul style="list-style-type: none"> • In January, less than 1 reading level of gain in ReadingPlus • Completed less than 50 SR Lessons in ReadingPlus • Reading Rate below level in Reading Plus 	Tier 3 Interventions: <ul style="list-style-type: none"> • Targeted small group instruction based on specific skill deficiencies including phonemic awareness and decoding. • Additional on-task minutes in iBalance and ReadAround • Reading scaffolds documented in non-reading classes
Criteria for Notifying Parents of a Reading Deficiency Per District Student Progression Plan		The school shall notify the student and his/her parents or guardians of any remedial or supplemental academic instruction by the end of the first quarter. Parents may be notified through personal verbal contact, through a district-provided letter, during an Individual Education Plan team meeting, or a face-to-face meeting. All written and oral communication between the school district’s personnel and parents of current or former English Language Learners shall be in the parents’ primary language or the mode of communication commonly used by the parents unless clearly not feasible. The letter is to include general information about the seriousness of the situation and the intervention plan in place for the students not meeting proficiency. The letter should also include an invitation for the parents to meet with instructional staff to consult about their child’s plan. Parents should be given an explanation of the information on which the decision was based, as well as a copy of the intervention plan for their child.		
For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly.				

School District of Manatee County- High (9-12) Chart DT3 2018-2019

Grade Level	Assessments	Performance Benchmarks for Identification	Performance Benchmarks for Progress Monitoring	Instructional Modifications
Grade 9-10	<ul style="list-style-type: none"> • FSA ELA • Reading Plus – InSight 	Review FSA ELA data for 2017 and 2018: <ul style="list-style-type: none"> • Level 1 for 1 year and Level 2 for 1 year • Level 2 in 2018 and no score in 2017 • Level 2 in 2017 and no score in 2018 • Level 2 for 2 years • No FSA ELA scores 	<ul style="list-style-type: none"> • In January, less than 1 reading level of gain in ReadingPlus • Completed less than 50 SR Lessons in ReadingPlus • Reading Rate on level in Reading Plus 	Tier 2 Interventions: <ul style="list-style-type: none"> • Students will receive additional instruction in an intensive reading class • Targeted small group instruction based on specific skill deficiencies • Collaboration with ELA teacher
			<ul style="list-style-type: none"> • In January, less than 1 reading level of gain in ReadingPlus • Completed less than 50 SR Lessons in ReadingPlus • Reading Rate below level in Reading Plus 	Tier 3 Interventions: <ul style="list-style-type: none"> • Targeted small group instruction based on specific skill deficiencies including phonemic awareness and decoding. • Additional on-task minutes in iBalance and ReadAround • Reading scaffolds documented in non-reading classes
Grades 11-12	<ul style="list-style-type: none"> • FSA ELA • PSAT (Grade 10) or SAT (Grade 11/12) • Reading Plus - Insight 	Review FSA ELA data for 2017 and 2018: <ul style="list-style-type: none"> • Level 1 in 2017 and Level 1 or Level 2 in 2018 • Level 2 in 2017 and Level 1 or Level 2 in 2018 	<ul style="list-style-type: none"> • In January, no passing score on FSA ELA and no concordant score. 	<ul style="list-style-type: none"> • Students will receive additional instruction in an intensive reading class • Targeted small group instruction based on specific skill deficiencies • Khan Academy • Reading Plus • ACT and SAT Prep • Tier 3 Interventions, as needed.
Criteria for Notifying Parents of a Reading Deficiency Per District Student Progression Plan		The school shall notify the student and his/her parents or guardians of any remedial or supplemental academic instruction by the end of the first quarter. Parents may be notified through personal verbal contact, through a district-provided letter, during an Individual Education Plan team meeting, or a face-to-face meeting. All written and oral communication between the school district’s personnel and parents of current or former English Language Learners shall be in the parents’ primary language or the mode of communication commonly used by the parents unless clearly not feasible. The letter is to include general information about the seriousness of the situation and the intervention plan in place for the students not meeting proficiency. The letter should also include an invitation for the parents to meet with instructional staff to consult about their child’s plan. Parents should be given an explanation of the information on which the decision was based, as well as a copy of the intervention plan for their child.		
For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly.				

APPENDIX C

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

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Manatee
- 2. Contact name for schools covered on this plan:** Dr. Pamela S Craig
- 3. Contact phone number:** 941-751-655-
- 4. Contact email:** craigp@manateeschools.net
- 5. Schools covered by this plan:** Tillman, Bayshore, Manatee, Oneco, Palmetto, Prine, Ballard, Blackburn, Palm View, Samoset, Daughtrey, Rogers Garden-Bullock

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:** 8:30 AM
- 2. School dismissal time:** 3:20 pm
- 3. Total number of instructional minutes per day:** 6 HRS 50 MINUTES
- 4. Minutes per day of reading instruction (must be at least 150):** 150

Section 3: Instructional Design

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

Students who earned a Level 4 or Level 5 on the state ELA FSA received additional grade level reading instruction using iReady LAFS. Students move at an accelerated rate and engage in extended reading and writing activities supporting core reading standards.

APPENDIX C

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

The extended hour is taught by certified K-6 teachers. Teachers are rated effective or highly effective based on the district teacher evaluation system. Weekly monitoring of student performance allows administrators to evaluate progress and provide support where indicated.

- 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 district uses SRA Corrective Reading for grades 3-5 and SRA Reading Mastery for intensive reading instruction. These programs are designed to promote foundational skills in grades K-2. In grades 3-5, they promote foundational skills move up into comprehension skills as students progress through the program.

- 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.**

Placement in the intensive reading class is based on several levels. For K-2, we look at iReady scores. Students who score in yellow or red are then given the SRA placement assessments to make sure they are placed in the appropriate level. For students in grades 3-5, FSA data is the first level. Students who earned Levels 1, 2, or 3 are reviewed to determine whether or not they need additional screening iReady data is then used at the next level. Students who demonstrate yellow or red in iReady are then given the SRA placement test. Students who score Levels 4 or 5 are placed in Ready LAFS, a grade level program that promotes acceleration. These programs have been in use for one year. They were not fully implemented until second quarter. We have mixed results. Based on the data collected, we are seeing some growth in gains. We continue to monitor the program to determine impact on gains.

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

SRA Reading Mastery and Corrective Reading are based in foundational skills of phonemic awareness, phonics, fluency, vocabulary, and comprehension with more opportunities for guided practice, error correction, and feedback. Daughtrey

APPENDIX C

Elementary and Tillman Elementary are using Fontas and Pinnell Poetry for language development in place of SRA.

- 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, science, and mathematics-text reading and response to reading are included in the Ready LAFS instruction. Schools conduct weekly observations to ensure social studies and science materials are used with the extended hour for students who are on grade level. Students are engaged in extended writing activities in response to the reading as well. Quarterly assessments are given to monitor progress as well.