

Sarasota 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: Catherine Coccozza

Contact Email: Catherine.Coccozza@sarasotacountyschools.net

Contact Telephone: 941-927-9000

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	66	68	67	69	67	71	72

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	55	57	59	60	59	61	62

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						28	24
White/African American	36	33	37	32	35		
White/Hispanic	18	17	19	16	19	14	12
Economically Disadvantaged/Non-Economically Disadvantaged	24	23	26	22	25	19	16
Students with Disabilities/Students without Disabilities	47	45	47	42	46	37	31
English Language Learners/ Non-English Language Learners	34	32	38	33	35	28	23

* 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.

Sarasota County Schools will use the allocation to fund middle and high school teachers who serve striving readers in an Intensive Language Arts class. SCS focuses on three goals: maintaining excellence, college and career ready, and equity for all. These ILA courses provide a tier three intervention for students who are in need of intensive intervention to further their reading skills and to support the students along the path for excellence and CCR.

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?

The Directors of Curriculum and Instruction at each level-elementary, middle, and high-and the Director of Research Assessment and Evaluation will have access to data. As they meet with individual school principals, they will include this in their discussions. The ELA Program Specialists and ELL staff will be responsible for monitoring the fidelity of interventions and data as well as communicating feedback and progress to individual teachers and leadership teams. Pupil Support personnel support the whole child as well as their academic needs. Teams of administrators and district leaders will be participating in professional learning to enhance their skill in recognizing appropriate interventions and quality instruction as it pertains to reading and quality instruction. Through instructional rounds, teams will visit classrooms throughout the district to observe problem(s) of practice and determine theories of actions.

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.

For elementary and middle schools, Kindergarten-Grade 8, I-Ready data will be collected for all students. The Rewards Program is also being used in middle school for students who are identified as having phonological deficiencies. For high school Intensive Language Arts classrooms, Achieve 3000 data will be collected for students who performed at an achievement level one and select level two on the ELA portion of the FSA. This data will focus on comprehension and vocabulary. USA Test Prep is utilized in content area high school classes to monitor standards mastery and progress for all students who scored a level one and a level two on the ELA portion of the FSA. In addition, Intensive Language Arts teachers and teachers in grades 3-5 will also utilize FAIRFS for phonics and phonemic awareness data. Pupil Support Services (PSS) plays an integral role in providing trainings to school site ESE Liaisons who will be monitoring and reviewing all data for students identified as in need of Exceptional Student Education Services or who are receiving interventions as part of the Response to Intervention process or have an Individualized Education Plan.

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

Student progress monitoring data will be collected and reviewed by the schools and District at a minimum of three times per year. Because of this information, instructional plans will be flexible and will be revised to meet the needs of students based on the most recent patterns identified by the data. Departments and teachers will do on-going, weekly or bi-weekly, data checks which will include usage and student growth.

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

At the district level, the Executive Directors of elementary, secondary schools in collaboration with the Directors of Curriculum and the Program Specialists will be responsible for the fidelity of 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?

At the district level, the executive directors of elementary and secondary (grades 6-12) schools in collaboration with the Directors of Curriculum and the ELA program specialists at each level will be responsible for the fidelity of Florida Standards alignment. Pupil Support Specialists work collaboratively with school-based teams to guide and coach for appropriate interventions and strategies for RTI/MTSS goals.

Alignment of classroom instruction to the grade level Florida Standards will be monitored by the school administrators through classroom walkthrough data, reading data, and lesson plans. Teachers and administrators are aware of the variety of ESE and ELL strategies that provide a gateway for students for access and participation in responding to instruction based on the Florida Standards.

Our district has been engaged in instructional rounds and modified instructional rounds and will continue this work this year with a focus on developing high quality, standards-based lesson plans that include rigorous tasks. This rounding process is intended to promote and support teacher collaboration and to build collective efficacy.

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

Alignment of classroom instruction to the grade level Florida Standards will be monitored by the school administrators through classroom walkthrough data, reading data, and lesson plans. year with a focus on developing high quality, standards-based lesson plans that include rigorous tasks. This rounding process is intended to promote and support teacher collaboration and to build collective efficacy. At the high school level, benchmark assessments will be administered, the data reviewed, and instructional practice modified to meet the standards.

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

At the high school level, benchmark assessments and common assessments are in place for all tested areas. At a minimum, data is collected twice a year via benchmarks. Also at the secondary level, site based walk throughs occur twice a semester. At the elementary and middle school level diagnostic testing is done three times a year with I-Ready. Lesson plans are collected by school site administration.

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.?

As no professional development activities are funded through the Reading Allocation, no one is responsible for this task. Should funding be allocated for this purpose, the Director of Elementary Curriculum and the Chief Academic Officer are responsible for the master inservice plan and would enter this information.

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

No money is budgeted from the Reading Allocation for professional development. Funding for professional development related to reading instruction may be provided by community foundations.

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.

A variety of professional development opportunities are available to classroom teachers and school administrators including data review and assessments from i-Ready and Achieve3000, Dyslexia Training, elementary reading recovery modules, and more. Administrators may receive additional training through monthly district meetings, or they may register to participate in any workshops offered to teachers.

The *K-12 Awareness Module: Understanding Dyslexia and Other Reading Difficulties* course was delivered to all teachers and administrators during the 2018-2019 school year. New

teachers and administrators will receive the training during their induction program in 2019-2020 school year.

In addition to the Reading endorsement course numbers, the following course numbers are used for reading training offered in Sarasota county: 1013001 (Reading) and 1008001 (Language Arts).

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.**

Coaches will have a minimum of three years of successful classroom experience, receive a positive recommendation from his/her principal as a literacy leader as evidenced by participation and completion of literacy inservice and courses. It is preferred that the potential candidate possess a reading endorsement or certification or be in the process of obtaining one.

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

At this time, the District has no school-based reading/literacy coaches. Instead, program specialists support the teachers and teams at the schools. There are ELA program specialists who focus on elementary, middle or high school, PSS specialists, and ELL trainers who support and coach literacy.

- 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.**

At this time, the district has no school based reading/literacy coaches, however, program specialists lead and support teachers and teams at the schools at each level (elementary, middle, and high school).

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

- a. Elementary:** At this time, the district has no school-based reading/literacy coaches. However, expert program specialists at each level (elementary, middle, and high school) lead and support teachers and teams at schools.
- b. Middle:** At this time, the district has no school-based reading/literacy coaches. However, expert program specialists at each level (elementary, middle, and high school) lead and support teachers and teams at schools.

- c. **High:** At this time, the district has no school-based reading/literacy coaches. However, expert program specialists at each level (elementary, middle, and high school) lead and support teachers and teams at schools.

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

From participants, specialists/trainers collect exit ticket and online surveys regarding the effectiveness of their trainings. The program specialists often provide coaching for teachers based on the school's improvement plan and the requests of the school's administration, team leaders, or department chairs. Thus, effectiveness and follow through is determined through walkthroughs, rounds, and modified rounds. These include administrators and may include the program specialist and other team teachers.

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

At this time, the district has no school-based reading/literacy coaches. However, expert program specialists lead and support teachers and teams at school at each level (elementary, middle, and high school).

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?

The schools to be served will be Booker High, Sarasota High, North Port High, Venice High, Riverview High, Booker Middle, Heron Creek Middle, Woodland Middle, and McIntosh 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.

Middle and high school students who are struggling as readers (Level 1 or Level 2 on standardized assessments) are the targeted group. Many of these students demonstrate a need for intensive, tier 3 intervention to close the achievement gap that has continued to grow over time. The Intensive Language Arts course is the tier 3 intervention that is utilized in Sarasota schools and does require additional staffing allocations because of this the reading allocation is focused on the middle and high schools.

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

- a. Elementary:0
- b. Middle:5
- c. High:16

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

\$2,001,464.00

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

None will be purchased with these funds.

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

0

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.

At this time, reading-related professional development offered by the district level has been modified to include connections to multisensory instruction. Program Specialists are working diligently with teachers who work directly with are being taught how to increase the use of intensive, systematic, multisensory instruction and interventions. Any materials deemed necessary to apply this learning will be purchased with school funds or grant funding.

The district is also expending general funds to pay for 35 Reading Recovery teachers at our elementary schools. Title I schools each have 2 Reading Recovery teachers and our non-title elementary schools have one Reading Recovery teacher. These teachers provide one-on-one Tier 3 interventions to first grade students on a daily basis. They also provide Tier 2 interventions to small groups of students in kindergarten grades through 3.

Summer Reading Camps

Please complete the following questions regarding SRC:

- 1. **SRC Supervisor Name:** Holly Chesnoff
- 2. **Email Address:**Holly.Chesnoff@sarasotacountyschools.net
- 3. **Phone Number:**941-927-900 ext. 32244

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

Gocio Elementary, Gulf Gate Elementary, Toledo Blade 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:**8:30-1:30 (5 hours)
- d. **End Date:** July 18, 2019
- e. **Total number of instructional hours of reading:**120 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.?

Human Resources staffing process ensures all hired teachers are currently evaluated as effective/highly effective with the necessary certification for participating in summer reading cmap.

7. What is the anticipated teacher/student ratio?

We anticipate a maximum of 1:15.

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?

i-Ready AP 3 data from Spring 2019 will be compared to i-Ready AP 1(diagnostic) data in Fall 2019.

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	\$317,602.94
District expenditures on reading coaches	0
District expenditures on intervention teachers	\$1,683,861.06
District expenditures on supplemental materials or interventions	0
District expenditures on professional development	0
District expenditures on summer reading camps	0
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0
Flexible Categorical Spending	0
Sum of Expenditures	\$2,001,464.00
Amount of district research-based reading instruction allocation for 2019-2020	\$2,001,464.00

APPENDIX A

Annual Review of the 2019-2020 K-12 Reading Plan

Attendees: Coccozza Catherine; Cassels Tammy; Giacalone Debra; Stoudt Dawn; Binswanger, Joe; Rodriguez Jamie; *Ellington Kelly; Meckler Sue; Copeland Linda

When: Monday, April 29, 2019 9:00 AM-9:30 AM (UTC-05:00) Eastern Time (US & Canada).

Where: Curriculum Conf Room

Draft document was emailed to each member prior to the Tuesday meeting

Agenda

9:30 Welcome and Overview of the plan Linda Copeland

9:35 Discussion about edits Participants

9:55 Review of suggested edits Linda Copeland

Notes: some confuse regarding tier 2 and tier 3. Directors at each level (elementary, middle, and high) contacted Heather the next day for clarification. Tier 2 can be in ELA. Tier 3 requires Reading certification.

*Kelly Ellington had a conflict and met separately.

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 identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

**Sarasota County Elementary Schools
Intervention Decision Trees
2019-2020**

Grades K-5 Identification/Intervention Decision Tree

STAR Early Literacy will be administered to all kindergarten students within the first 30 days of school.

Grade Level	Benchmark Assessment	If	Then
<p><u>Kindergarten</u></p>	<p>STAR Early Literacy Florida Kindergarten Readiness Screener</p>	<p>Student scale score:</p>	
		<p>497-529</p>	<p>Continue with enhanced instruction that follows a developmental reading continuum, including instruction with high level comprehension, vocabulary, word study, and fluency at the word and connected text level.</p>
		<p>438-496</p>	<p>Utilize the i-Ready diagnostic report to identify focus skills and provide a learning pathway. Use differentiated instruction in small group settings based on the Instructional Grouping Profile Report and the Individual Student Profile Report and monitor progress more frequently. Tier 2 Intervention(s) will be considered for these students.</p>
<p>437 and below</p>	<p>Utilize the i-Ready student diagnostic report to identify focus skills and provide a learning pathway. Use differentiated instruction in small group settings based on the Instructional Grouping Profile Report and Individual Student Profile Report and monitor progress more frequently. Utilize the Striving Reader Decision Tree: K-1 to consider Tier 2 intervention(s) and Tier 3 intervention(s) with increased with intensity and frequency based on students' individual needs.</p>		

Chart DT1: K-5 The i-Ready diagnostic will be administered three times per year to monitor student progress toward end of the year mastery of the Language Arts Florida Standards and to provide further instructional information so that students will achieve. Students are identified by profile groups and will receive responsive instruction based on their learning needs. Additionally, our district will be introducing “Grade Level Progression Charts” for grades K-5 that show end of benchmarks in regards to various reading skills. These documents continue to evolve and be developed, but will assist in making decisions about students showing substantial reading deficiency. They will also assist in communicating needs and relevant interventions to parents. Striving Reader Decision Trees will also be utilized to determine what types of diagnostics may be needed to determine appropriate focus area for interventions and possible intervention strategies. The *Instruction/Intervention Design for Implementation* document reflects the setting and support for the child as well as the tools and strategies the teacher will use to address the reading deficiencies. This document will be shared with the child’s parents as described in State Statute 1008.25. Revisions may be made as needed.

<p>IF: I-Ready scale scores on or above level (See attached Reading Placement Chart-green cells for the grade level) or FSA Levels 3-5</p>	<p>If: I-Ready scale score up to one year below grade level (See attached Reading Placement Chart-yellow cells for the grade level) or FSA Level 2</p>	<p>If: I-Ready scale scores one year or more below grade level (See attached Reading Placement Chart-red cells for the grade level) or FSA Level 1</p>
<p>Then:</p> <ul style="list-style-type: none"> • Continue grade level instruction (Tier 1 instruction) and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies • Provide differentiated small group instruction using appropriate leveled text. • Provide a variety of opportunities to strengthen content reading and research <p>Programs and Possible Materials:</p> <ul style="list-style-type: none"> • Reading Wonders (CCRP) • Appropriate Leveled text for small group/guided reading focusing on before, during and after strategies • Delivery during the 90 minute reading block • FCRR Literacy Center Follow-up • CPALMS activities • Literacy Circles/ Literature Circles • Paired and independent reading across various genre 	<p>Then:</p> <ul style="list-style-type: none"> • Continue Tier 1 instruction and provide Tier 2 Intervention • Progress monitor every two weeks to monitor the effectiveness of intervention • Compare to other assessment data (Reading Wonders i.e. unit tests, performance tasks from IFG) • Use Listening or Reading Comprehension, • Provide enhanced instruction in the high level reasoning skills • Use Reading Wonders’ vocabulary procedure (tier 2 words) and reading comprehension. Strategies should include but are limited to: questioning, retelling, summarizing, and metacognitive (think aloud) strategies. • Provide additional strategies for text reading efficiency (comprehension and fluency). • Promote automaticity by providing practice readings with diversity, at the phrase, sentence and paragraph level. • Provide differentiated small group 	<p>Then:</p> <ul style="list-style-type: none"> • Continue Tier 1 instruction and provide Tier 2 and Tier 3 Interventions • Progress monitor every week to monitor the effectiveness of interventions • Compare to other assessment data (i.e. Reading Wonders’ Unit tests, performance tasks from IFG) • Determine P.A./Phonics level • Students scoring in this range will need additional intervention (more time and smaller group size in addition to or an extension of to the 90 - minute reading block), including systematic multisensory instruction in phonics, vocabulary, and reading comprehension. • More targeted instruction • Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials to accelerate reading success – this will include materials that

<ul style="list-style-type: none"> • Instructional Focus Guides on District Blackboard site (IFG) • Personalized Learning Path on i-Ready • Differentiated tools from i-Ready Teacher Toolbox/ LAFS Ready Reading • Arts integration to enhance understanding, including tableau and movement. • Extension of activities through technology/STEAM 	<p>instruction to determine and focus on level of instruction.</p> <ul style="list-style-type: none"> • Determine P.A./Phonics level (See additional Striving Reader Decision Trees.) • Students scoring in this range may need additional intervention (more time and smaller group size) in addition to or an extension of the 90 minute reading block <p>Programs and Possible Materials:</p> <ul style="list-style-type: none"> • Reading Wonders (CCRP) • Wonderworks (Intervention program) as needed • Appropriate leveled text for small group differentiated instruction focusing on before, during and after • Tier 2 Interventions delivered outside of the 90 minute reading block • FCRR Literacy Center Follow-up • CPALMS activities • Instructional Focus Guides on District Blackboard site (IFG) • Personalized Learning Path on i-Ready • Differentiated tools from i-Ready Teacher Toolbox – LAFS Reading and Prerequisite lessons, tools for instruction. • Extension of activities through technology • Arts integration to enhance understanding, including tableau and movement. 	<p>reflect a multisensory approach to instruction.</p> <ul style="list-style-type: none"> • Parents will be notified in writing if a student exhibits a substantial deficiency in reading. <ul style="list-style-type: none"> ○ Notification will include: description and explanation of deficiency, current services, proposed interventions/supports, potential retention, strategies, and options for determining promotion, portfolios, and mid-year promotion <p>Programs and Possible Materials:</p> <ul style="list-style-type: none"> • Reading Wonders (CCRP) • Wonderworks (Intervention program) based on reading need • Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies • Tier 2 and 3 Interventions delivered outside of the 90 minute reading block + 20-30 minutes • FCRR Literacy Center Follow-up • CPALMS activities • Instructional Focus Guides on District Blackboard site (IFG) • Personalized Learning Path on i-Ready • Differentiated tools from i-Ready Teacher Toolbox- LAFS Reading and Prerequisite lessons, tools for instruction. • Extensions of Activities through technology • Select students may be served by Reading Recovery • Arts integration to enhance understanding, including tableau and movement. • Materials that support a multisensory approach to reading instruction, including letter tiles, sound boxes, etc.
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Both i-Ready scale score and classroom assessments may influence flexibility of placement in the MTSS process, considering intensity of time, smaller group or one on one setting, or more targeted to reading element as shown in Chart DT1.

Reading Placements – Overall

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Emerging K	100 - 361	100 - 346	NA	NA	NA	NA
Level K	362 - 479	347 - 433	100 - 418	100 - 418	100 - 418	100 - 418
Level 1	480 - 536	434 - 536	419 - 488	419 - 473	419 - 473	419 - 473
Level 2	537 - 560	537 - 560	489 - 560	474 - 510	474 - 495	474 - 495
Level 3	561 - 800	561 - 602	561 - 602	511 - 602	496 - 556	496 - 541
Level 4	NA	603 - 800	603 - 629	603 - 629	557 - 629	542 - 580
Level 5	NA	NA	630 - 800	630 - 640	630 - 640	581 - 640
Level 6	NA	NA	NA	641 - 800	641 - 653	641 - 653
Level 7	NA	NA	NA	NA	654 - 800	654 - 669
Level 8	NA	NA	NA	NA	NA	670 - 800
Level 9	NA	NA	NA	NA	NA	NA
Level 10	NA	NA	NA	NA	NA	NA
Level 11	NA	NA	NA	NA	NA	NA
Level 12	NA	NA	NA	NA	NA	NA

Key: Red indicates one year or more below grade level
 Yellow indicates up to one year below grade level
 Green indicates on or above grade level

On Level Ranges	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Early	362 - 395	434 - 457	489 - 512	511 - 544	557 - 578	581 - 608
Mid	396 - 423	458 - 479	513 - 536	545 - 560	579 - 602	609 - 629
Late	424 - 479	480 - 536	537 - 560	561 - 602	603 - 629	630 - 640

Striving Reader Decision Tree: K-1

All students must receive comprehensive grade level core reading instruction aligned to Florida Standards. The responsive decisions made about support and interventions for Striving Readers must be in addition to and do NOT take the place of high quality core literacy instruction.

Students may be identified as a Striving Reader or as having a Substantial Reading Deficiency if i-Ready Diagnostic data indicates that the student is performing two levels below in Reading, and/or the student is demonstrating intensive reading needs in core instruction and requires further attention. Explicit and systematic intensive interventions including multi-sensory strategies must be provided for all students identified as Striving Readers.

If student(s) are identified as Striving Readers, then a phonological awareness diagnostic assessment and letter identification diagnostic assessment should be administered to determine the appropriate focus area for interventions.

[Sample Phonological Awareness Assessment](#)
[Sample Letter Identification Assessment](#)

Important Note:

All interventions must be accompanied by application to connected text. Skills taught in isolation are not efficiently transferred.

The parent of any student in grades K-3 who exhibits a substantial reading deficiency must be notified of the reading deficit and intervention plan. Parents will be provided with strategies to implement at home to support their child's continued growth as a reader.

[Sample Parent Letter](#)

1st Priority

2nd Priority

3rd Priority

Phonological Awareness and Letter Identification with Text Application (K-1)

If phonological awareness and/or letter naming deficits are demonstrated on the phonological awareness or letter identification assessment, then provide focused interventions. Use phonological awareness and letter identification diagnostic results to determine specific target goals for interventions.

Phonics and Concepts of Print with Text Application (K-1)

If grade level phonological awareness skills are demonstrated on the phonological awareness or letter identification assessment, then administer a phonics assessment to determine specific target goals for interventions.
[Sample Phonics Assessment](#)

Fluency with Text Application (1st Only)

If grade level phonological awareness and phonics skills are demonstrated on the phonological awareness and phonics assessments, then administer a fluency probe to determine specific target goals for interventions.
[Sample Fluency Assessments](#)

Possible Intervention Strategies

- i-Ready Next Steps for Instruction
- Elkonin boxes/sound boxes
- Say It, Move It
- Letter naming and matching games
- Letter detective in books

These interventions and additional strategies can be found on scsreadingexcellence.weebly.com.

Possible Intervention Strategies

- i-Ready Next Steps for Instruction
- Elkonin boxes (phoneme grapheme mapping)
- Word building (*Making Words*)
- Explicit instruction on spelling patterns including sorting, reading, and writing
- Word hunts in connected text

These interventions and additional strategies can be found on scsreadingexcellence.weebly.com.

Possible Intervention Strategies

- i-Ready Next Steps for Instruction
- Phrasing support
- Multi-sensory sight word routine
- Partner reads/oral reading

These interventions and additional strategies can be found on scsreadingexcellence.weebly.com.

Possible Progress Monitoring Options

- Segmenting Probe
- Blending Probe
- First Sound Fluency Probe
- Letter Identification

Possible Progress Monitoring Options

- Decodable Word List
- Spelling Inventory
- Portions of Phonics Survey
- Running Record (Levels A-B)

Possible Progress Monitoring Options

- CVC Word Fluency List
- Oral Reading Fluency Probe
- High Frequency Word Lists
- Running Record (Levels C+)

All students receiving interventions must be progress monitored. Students receiving Tier 2 Interventions need to be progress monitored every other week and students receiving Tier 3 Interventions need to be progress monitored weekly. If the student is not demonstrating adequate growth, the intervention should be modified. Changing the pacing, intensity, frequency and identifying a new focus or strategy are all possible ways to modify an intervention. As students make progress, continue to monitor and adjust instruction until students reach grade level proficiency.

Striving Reader Decision Tree: 2-5

All students must receive comprehensive grade level core reading instruction aligned to Florida Standards. The responsive decisions made about support and interventions for Striving Readers must be in addition to and do NOT take the place of high quality core literacy instruction.

Students may be identified as a Striving Reader or as having a Substantial Reading Deficiency if i-Ready Diagnostic data indicates that the student is performing two or more grade levels below in Reading, the student scores a level 1 on FSA ELA, and/or the student is demonstrating intensive reading needs in core instruction and requires further attention. Explicit and systematic intensive interventions including multi-sensory strategies must be provided for all students identified as Striving Readers.

If student(s) are identified as Striving Readers, then a grade level oral reading fluency diagnostic assessment or running record should be administered to determine the appropriate focus area for interventions.

[Sample Fluency Assessments](#)

Important Note:

All interventions must be accompanied by application to connected text. Skills taught in isolation are not efficiently transferred.

The parent of any student in grades K-3 who exhibits a substantial reading deficiency must be notified of the reading deficit and intervention plan. Parents will be provided with strategies to implement at home to support their child's continued growth as a reader.

[Sample Parent Letter](#)

1st Priority

2nd Priority

3rd Priority

Phonics with Text Application

If the student had an accuracy score below 96% on fluency assessment, then administer a phonics survey to determine specific target goals for interventions.

[Sample Phonics Assessment](#)

Fluency with Text Application

If the student read accurately at 96% or above but demonstrated low fluency (words per minute below grade level expectation) on the fluency assessment, then use oral reading fluency probe results to determine specific target goals for interventions.

[Sample Fluency Assessments](#)

Vocabulary and/or Comprehension

If the student was accurate and fluent on the fluency assessment, then confer with student during reading and use i-Ready tools for Informational and Literature Comprehension to determine specific target goals for interventions.

[Directions for i-Ready Next Steps for Instruction](#)

Possible Intervention Strategies

- i-Ready Next Steps for Instruction
- Phoneme grapheme mapping
- Word building (*Making Words*)
- Explicit instruction on spelling patterns and/or six syllable types including sorting, spelling, and reading

These interventions and additional strategies can be found on scsreadingexcellence.weebly.com

Possible Intervention Strategies

- i-Ready Next Steps for Instruction
- Chunking, phrasing, and repeated reads
- Targeted instruction on using context clues to identify unknown words
- Multi-sensory high frequency word routine
- Fluency self-assessment

These interventions and additional strategies can be found on scsreadingexcellence.weebly.com

Possible Intervention Strategies

- i-Ready Next Steps for Instruction
- Multi-sensory vocabulary instruction
- Annotating text strategies
- Reciprocal teaching
- Graphic organizers (Thinking Maps)

These interventions and additional strategies can be found on scsreadingexcellence.weebly.com

Possible Progress Monitoring Options

- Segmenting/blending probe
- Decodable word list
- Spelling inventory
- Portion of phonics survey

Possible Progress Monitoring Options

- Oral reading fluency probe
- Running record

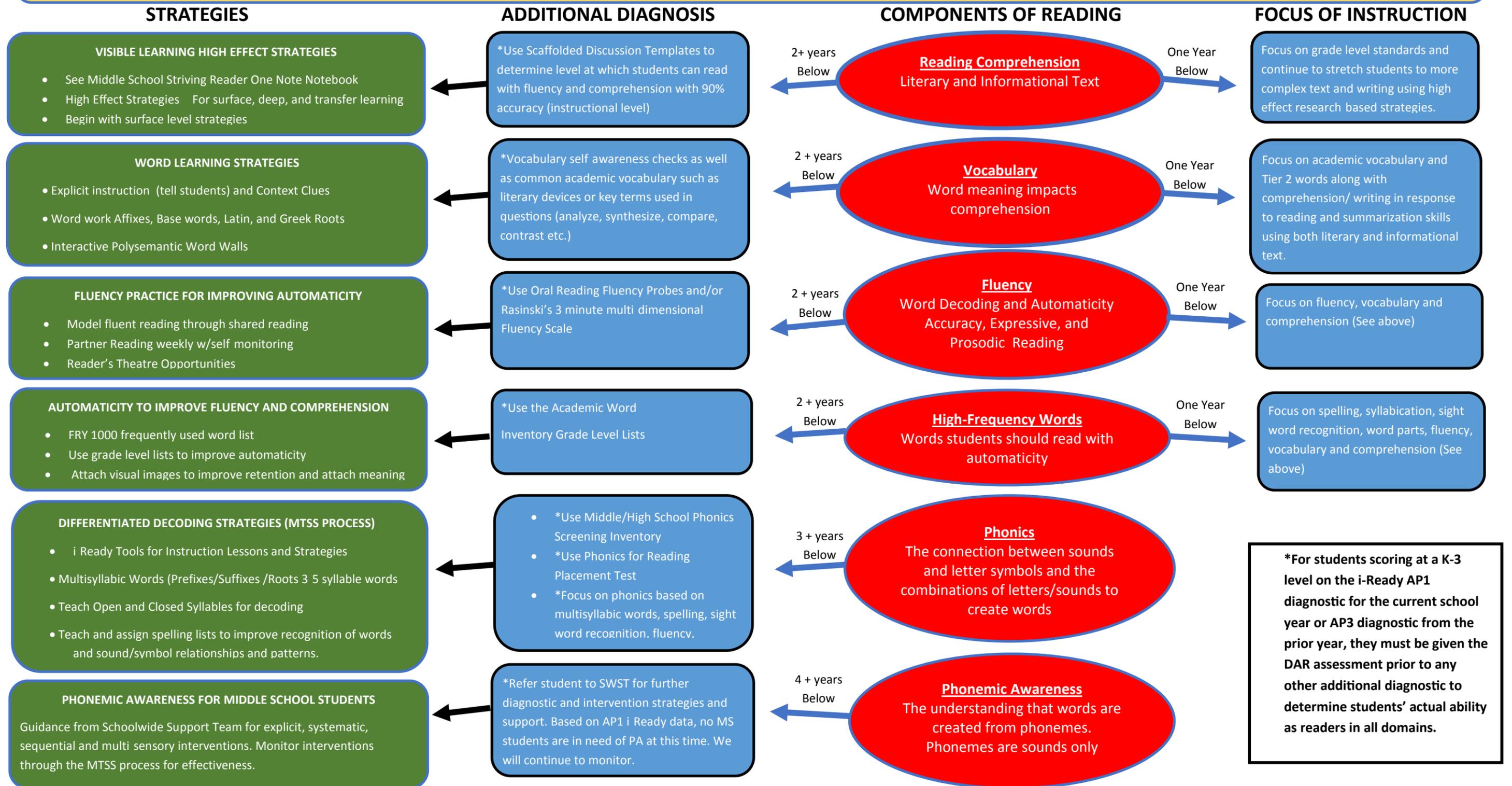
Possible Progress Monitoring Options

- DAZE probe
- Running record
- Informal reading inventory
- Cloze reading probe

All students receiving interventions must be progress monitored. Students receiving Tier 2 Interventions need to be progress monitored every other week and students receiving Tier 3 Interventions need to be progress monitored weekly. If the student is not demonstrating adequate growth, the intervention should be modified. Changing the pacing, intensity, frequency and identifying a new focus or strategy are all possible ways to modify an intervention. As students make progress, continue to monitor and adjust instruction until students reach grade level proficiency.

Middle School Decision Tree for Striving Readers

After using the i-Ready Profile report, additional data collection may be needed to determine appropriate individualized intervention strategies. Students may lack one or more of the following which impedes comprehension: Effective strategies to help them understand, organize, and remember information in both literary and informational texts, adequate knowledge of word meaning, the ability to read fluently enough to understand and remember what they are reading, the ability to read high frequency words with automaticity and to accurately decode new/multisyllabic words, and the interest or motivation to read. AMP i-Ready instruction weekly.



Additional information on supporting tools for intervention and instruction may be found in the MS Striving Reader One Note Notebook. This will be a dynamic resource as we strive to find the best tools for teaching and learning for our most at risk population to assist in closing the achievement gap. The Growth Mindset Coach resource and an SEL unit of study are part of the MS ILA experience to assist with motivation and self-efficacy. See attached for specific systems of support and progress monitoring for ALL Striving Readers.

Secondary (Grades 9-12) Level Striving Reader Decision Tree

High school students may be identified as a striving reader or as having a substantial reading deficiency if they have scored at a Level 1 on the Florida Standards Assessment for more than 3 years and/or the student is demonstrating intensive reading needs in tier 1 instruction that requires further attention. Explicit, systematic and sequential interventions including multisensory strategies must be provided for all students identified as striving readers. Interventions should be systematic and follow the appropriate reading sequence. Note: if a student has scored a Level One of the ELA portion of the FSA, these students will have a tier 2 intervention in an ELA course and a tier 3 intervention (ex. ILA). Any student who scores a Level 2 on the ELA FSA will have tier two interventions in their ELA course which will consist of small groups and grade appropriate progress monitoring.

If a student is identified as a striving reader and scores a level 2 on the ELA FSA, the student will be placed in a ELA course that will have small group work 2-3 times a week and will have grade appropriate progress monitoring through USA Test Prep*

If a student is identified as a striving reader and scored a level 1 on the FSA ELA, then a Lexile measure should be used to determine the appropriate focus area for interventions.

If the student has a score of less than 80% on the Middle/High School inventory, then Phonics/ Phonological Awareness focused interventions

If the student has a measure below 90 wpm, then Phonics focused diagnostics should be administered to determine interventions.

If the student has a Lexile below 875L, then Fluency focused diagnostics should be administered to determine interventions.

If the student has a Lexile above 875L, then comprehension and/or vocabulary focused interventions should be provided.

Phonological Awareness

Administer FAIR Phonics Screening Inventory to determine specific target goals for interventions.

Possible Intervention Strategies – Phonics

- Explicit instruction on 6 syllable types including sorting, reading, and understanding syllable rules.
- Phoneme Grapheme Mapping
- Sound Boxes
- Word building
- Word Sorts
- Word Chains/Word Families
- Word Attack
- Non-Sense Works
- Spelling

Possible Intervention Strategies – Phonemic Awareness

- Referral to CARE/SWIST team for intensive Tier 3 interventions determined and administered by team

Progress Monitoring Options (Choose One)

- Segmenting Probe
- Blending Probe
- Decodable Word List
- Spelling inventory

Fluency

Use FAIR Scaffolded Discussion Template results to determine specific target goals for interventions.

Possible Intervention Strategies - Fluency

- Timed repeated readings
- Audio assisted readings
- Student-adult Reading
- Reader's Theater
- Partner Reading
- Choral Reading

Progress Monitoring Options (Choose One)

- Oral Reading Fluency Probe –
 - Achieve the Core Fluency Packets
 - Scaffolded Discussion Templates

Vocabulary and/or Comprehension

Use FAIR Scaffolded Discussion Templates and FAIR Academic Word Inventory results to determine specific target goals for interventions.

Possible Intervention Strategies - Comprehension

- Explicit Instruction: Direct explanation, modeling, guided practice, application.
- Graphic and Semantic Organizers
- Metacognition
- Question Answer Relationship (QAR)
- Question Generating
- Text Structure
- Summarizing
- Targeted comprehension lessons
 - Achieve3000

Possible Intervention Strategies – Vocabulary

- Explicit Instruction: Direct explanation, modeling, guided practice, application.
- Morphology – Word Learning Strategy
- Using context clues to identify unknown words
- Frayer Model
- Six-Step Vocabulary Instruction
- Multi-sensory vocabulary instruction (must include eyes on text)

Progress Monitoring Options (Choose One)

- Cloze Assessment
- Scaffolded Discussion Templates
- Achieve 3000 Articles/Questions

*All students receiving interventions must be progress monitored. If the student is not demonstrating adequate growth, the intervention should be modified and/or additional diagnostics should be administered. Changing the pacing, intensity, frequency and identifying a new focus or strategy are all possible ways to modify an intervention. Diagnostics can be found in the HS IFG.

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:** Sarasota County Schools
- 2. Contact name for schools covered on this plan:** Kelly A. Ellington
- 3. Contact phone number:** 941-927-9000 X32230
- 4. Contact email:** kelly.ellington@sarasotacountyschools.net
- 5. Schools covered by this plan:** Emma E. Booker 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:** 8:30 am
- 2. School dismissal time:** 3:15 pm
- 3. Total number of instructional minutes per day:** 345
- 4. Minutes per day of reading instruction (must be at least 150):** K-180 mins, 1st-180 mins, 2nd-180 mins, 3rd-190 mins, 4th-160 mins, 5th-165 mins.

Section 3. Instructional Design

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

All 4th and 5th grade students will have a 2-hour ELA Block. During the ELA Block, all students will receive differentiated instruction that is responsive to student data and student needs. Students that earned level 4 or 5 will receive extension and enrichment opportunities as well as exposure to above grade level texts during their ELA Block. In addition, all students K-5 have a 30-minute school-wide writing/literacy block in the morning. Advanced readers and writers are enriched in this block as well.

- 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.**

Teachers are evaluated by the district's Teacher Evaluation System (TES). The performance portion of the TES is aligned to Danielson's Framework for Teaching. Teachers at Emma E. Booker, who provide reading instruction, have all been rated either effective or highly effective. The school is working with the curriculum department to have a ELA program specialist on campus 3.5 days a week to support instruction. The program specialist is assisting with standards-based planning, providing modeled instruction, and facilitating data analysis. We also have an instructional facilitator for K-2 and for 3-5 to support ELA instruction. These facilitators will support ELA instruction during ELA blocks and provide reading interventions. Administration monitors the teachers' instructional competencies in these areas and others through walk-throughs, classroom observations and instructional conferring.

- 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.**

All students will be provided with small group differentiated reading instruction in their ELA block on their instructional level, as well as with grade level texts. In addition to strategic small group instruction in the core reading block, any student who is demonstrating deficits in reading will be a part of a Leveled Literacy Intervention (LLI) group. LLI is a researched-based intervention program that cohesively aligns to our tier one instruction. We also have two Reading Recovery teachers who serve as reading intervention teachers in grades K-2. These professionals pull six students in each of the three grades for LLI in addition their identified Reading Recovery students.

- 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.**

This year at Emma E. Booker, students are screened utilizing the DIBELS 8th Edition benchmark assessment three times a year. i-Ready diagnostic assessment also occurs three times a year. We will also be utilizing Fountas and Pinnell Benchmark Assessment System to find the instructional reading level of all students. After students are identified as either Tier II or T III in reading, their progress is monitored through DIBELS 8th Edition. Teachers identify reading areas of focus for each child and intervention and progress monitoring is planned around those specific needs. These areas of focus include letter naming fluency, phoneme segmentation fluency, nonsense word fluency, oral reading fluency, and DAZE (comprehension). Teachers collect additional data in the form of test scores, AR data, and running records data. Grade

level teams meet regularly to look at all available data to ensure students are progressing toward proficiency and that they are receiving the appropriate reading interventions for their area of literacy focus. Each grade level is assigned an administrator who attends and oversees data meetings and attends all grade-level school-wide support meetings.

- 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.**

Reading instruction throughout the day is a balance of mini-lessons, small group instruction, and independent application. Students with reading challenges receive small group instruction twice daily, both on their instructional reading level through LLI during the intervention block, and on-grade level with additional support during the ELA block. Leveled Literacy Intervention and other small group instruction focuses on fluency, vocabulary, comprehension, level-appropriate word work, and writing in response to reading. Students are explicitly taught strategies to monitor their own understanding to read independently and correct reading errors. Feedback is consistent for these students during all instructional environments, with the most specific and focused feedback provided during small group instruction. Lesson plans are expected to reflect the above listed components of reading instruction. Classroom walk-throughs, modeling, and progress monitoring by instructional facilitators are also utilized to ensure these instructional components are occurring consistently.

- 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.**

Content areas are embedded in literacy instruction. Grades 3-5 utilize Florida Studies Weekly to include social studies texts. This year our district adopted Elevate Science curriculum, which comes with leveled readers, that K-5 teachers will be using during their small group instruction to integrate grade-level science standards. Students are consistently asked to write in response to reading, most consistently in content area notebooks. District math curriculum provides daily opportunities for students to read and write in the process of solving math problems. Lesson plans are expected to reflect the above listed components of reading instruction. Classroom walk-throughs, modeling, and progress monitoring by instructional facilitators are also utilized to ensure these instructional components are occurring consistently. Instructional facilitators also assist teachers in planning reading experiences across the content areas.