Broward 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: Mildred Grimaldo
Contact Email: Mildred.Grimaldo@browardschools.com
Contact Telephone: 754-321-1866

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.**

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	53	56	55	57	58	59	61

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	54	55	57	57	57	58	61

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	31	33	31	27	29	24	21
White/Hispanic	13	12	15	11	13	10	9
Economically Disadvantaged/Non-Economically Disadvantaged	28	27	27	27	27	22	19
Students with Disabilities/Students without Disabilities	36	34	36	31	35	28	24
English Language Learners/ Non-English Language Learners	27	34	28	31	26	28	18

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. **Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.**

Reading allocation funds support the implementation of the District's Strategic Plan that addresses high quality instruction tactics in the areas of literacy and early learning, middle school grades learning, and college and career readiness with the ultimate goal to decrease the number of level 1 and 2 students scoring below satisfactorily levels on the FSA, increase students' FSA-ELA achievement levels, increase percentage of students making learning gains, and reduce the achievement gap for the identified sub groups by 2020. Funds are allocated to support 107 reading/literacy coaches' positions at select elementary, middle, and high schools based on student achievement data. Reading/Literacy coaches support teachers plan Tier 1 standards-based instruction using a balanced literacy approach to meet the needs of all students including those receiving Tier 2 and Tier 3interventions. A share of the reading allocation funds are provided to schools for teachers to be afforded the opportunity to attend district-based professional development (as evidenced on District-approved Professional Development Master Plans) to deepen their understanding of evidence-based reading instruction including incorporating literacy strategies in the content areas using literary and informational text. Funds are also used to replenish schools with the adopted diagnostic/progress monitoring tool for elementary schools and supplementary literacy resources needed to support both teachers and students in grades K-12.

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 following District Offices/Departments are responsible for collecting and reviewing student progress monitoring data:
   - **Office of School Performance and Accountability (OSPA)**
     - Elementary, Middle, High School Cadre Directors
   - **Office of Academics**
     - Literacy Department, Mildred Grimaldo, Director
     - Elementary Learning Department, Nicole Mancini, Director
     - Secondary Learning Department, Guy Barmoha, Director
     - Bilingual/ESOL Department, Victoria Saldala, Director
     - Elementary - Exceptional Student Learning Support Department, Jennifer Bigos, Director
     - Secondary – Exceptional Student Learning Support Department, Sonja Clay, Director

   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.**

   At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students to identify early literacy skills. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print

assessments for additional progress monitoring. In addition, teachers administer the Benchmark Assessment System (BAS) to diagnose and monitor students' progress towards meeting grade level reading proficiency in grades K-3 and for struggling readers (scoring a level 1 or 2 on FSA) in grades 4-5. The Spanish equivalent of BAS, Sistema de Evaluación de la Lectura (SEL) is administered in all K-5 Dual Language classrooms as a form of Spanish Language acquisition progress monitoring.

At the secondary level, in grades 6-12, students who score a Level 1 or 2 on the FSA-ELA are administered the online Florida Assessments in Reading-Florida Standards (FAIR-FS). FAIR-FS data enable schools to determine strategies that can be incorporated into instruction that address the individual needs of students. English Language Learners (ELL) participate in the same progress monitoring assessments in (or on) grades K-12.

Additionally, Idea Proficiency Test (IPT) is administered to ELLs to monitor English Language proficiency. Most SWDs participate in the same progress monitoring assessments as their peers in grades K-12. Based on the specific intervention needed, student progress may be monitored daily, weekly or at another frequency.

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

At the elementary level, the computer adaptive STAR Early Literacy assessment is administered to all kindergarten students the first 30 school days and data are automatically uploaded in the Progress Monitoring and Reporting Network (PMRN) and it is used as a baseline to inform early literacy strengths and needs. Kindergarten students are also administered Letter Names, Letter Sounds, and Concepts of Print assessments quarterly for additional progress monitoring. In addition, teachers in grades K-5 administer the Benchmark Assessment System (BAS) and enter students' independent, instructional, and frustration reading levels into BASIS 3.0 three (3) assessment periods per year. The Spanish equivalent of BAS, Sistema de Evaluación de la Lectura (SEL) is also administered three assessment periods a year to all K-5 Dual Language classrooms as a form of Spanish Language acquisition progress monitoring and also entered into BASIS 3.0.

At the secondary level, in grades 6-12, students are administered the online Florida Assessments in Reading-Florida Standards (FAIR-FS) three times a year and the data are uploaded from the Progress Monitoring and Reporting Network (PMRN) and transferred into BASIS 3.0.

Idea Proficiency Test (IPT) is administered annually to ELLs to monitor English Language proficiency. All English Language Learner (ELL) data is housed in a software platform called ELLevation, in addition to BASIS 3.0

The majority of SWDs are progress monitored using the tools referenced above. Students with significant cognitive disabilities are instructed utilizing the participate in grade-level Florida Standards Access Points to the grade-level Florida Standards and progress is measured through curriculum-based assessments. Quarterly progress monitoring of reading goals is mandatory for all students with disabilities SWDs. The data is updated into EasyIEP and communicated to parents via the IEP quarterly progress report.

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

   The following District Offices/Departments are responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions:
   Office of School Performance and Accountability (OSPA)
   Elementary, Middle, High School Cadre Directors
   Office of Academics
   Literacy Department, Mildred Grimaldo, Director
   Elementary Learning Department, Nicole Mancini, Director
   Secondary Learning Department, Guy Barmoha, Director
   Bilingual/ESOL Department, Victoria Saldala, Director
   Diversity, Prevention & Intervention Department, Adrienne Dixson, RtI Specialist
   Elementary, Exceptional Student Learning Services, Jennifer Bigos, Director
   Secondary, Exceptional Students Learning Services, Sonja Clay, Director

5. **In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:**

   A. **Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?**

      The following District Offices/Departments are responsible for ensuring classroom instruction is aligned to grade-level Florida Standards:
      - **Office of School Performance and Accountability (OSPA)**
      11 Instructional Cadre Directors assigned to a group of schools facilitate school improvement and curricular innovation.
      - **Office of Academics**
      Literacy Department, Mildred Grimaldo, Director
      Elementary Learning Department, Nicole Mancini, Director
      Secondary Learning Department, Guy Barmoha, Director
      Bilingual/ESOL Department, Victoria Saldala, Director
      Diversity, Prevention & Intervention Department, Adrienne Dixson, RtI Specialist
      Elementary, Exceptional Student Learning Support, Jennifer Bigos, Director
      Secondary, Exceptional Students Learning Support, Sonja Clay, Director
      Teacher Professional Learning and Growth (TPLG), Dr. Fabian Cone, Director

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

      Staff from the Office of School Performance and Accountability, in collaboration with staff from the Office of Academics, conduct weekly informal classroom observations to ensure instruction and materials are fully aligned to the Florida State Standards using a variety of standards-based instruments such as the EquIP (Educators Evaluating the Quality of Instructional Products) Rubric. Using such a tool, and others like it, effectively increases the development of high-quality lessons and units of study that are aligned to the Language Arts Florida Standards and builds the capacity of educators to evaluate and improve the quality of instructional materials. Observational qualitative data are analyzed to inform the professional

development needs of staff to support highquality instruction that will lead to an increase in effective teaching and learning practices.

District academic teams also conduct informal classroom walkthroughs at the request of the school principal (and/or Cadre Director) to ensure that instruction is systematic and explicit to meet the needs of students. Recommendations for professional development and additional support are provided to schools based on data and student needs. Follow-up implementation assignments that teachers are required to complete after attending a professional learning course facilitated by the Office of Academics are critiqued to ensure that the best instructional practices learned in the courses are being implemented effectively in the classroom. These include, effective use of ESOL instructional practices including both content and language objectives and appropriate accommodations to support SWD students with disabilities (SWDs) access to the Florida Standards curriculum and instruction.

Schools are also expected to implement Keystones (performance tasks) that are aligned to state standards to determine if students are making adequate progress towards meeting the expectation of the standards.

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

Staff from the Office of School Performance and Accountability, in collaboration with staff from the Office of Academics, conduct weekly informal classroom observations throughout the school year to ensure instruction and materials are fully aligned to the Florida State Standards as referenced 5b above.

District academic teams also conduct ongoing standards-based professional development opportunities and review evidence from follow-up implementation assignments that teachers are required to complete to ensure that the best instructional practices to meet the needs of all learners learned in the courses are being implemented effectively in the classroom.

Evidence that demonstrates classroom instruction is aligned to both grade level Florida Standards and WIDA English Language proficiency standards are collected at the end of the identified PD implementation period by the Bilingual/ESOL Department. Implementation of annual accommodations for English Language Learners (ELLs) is to be monitored by the school staff to ensure that students receive these supports as indicated on their ELL Plan as evidenced in ELLevation.

Implementation of accommodations for SWDs is to be monitored by the school staff to ensure that students receive these supports as indicated on the Individual Education Plan (IEP). In addition, quarterly progress monitoring of reading goals is mandatory for all SWDs. The data is updated into EasyIEP and communicated to parents via IEP quarterly progress reports.

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 following District Offices/Departments are responsible for ensuring that classrooms have access to informational text for each content area in a variety of mediums:
- **Office of School Performance and Accountability (OSPA)**
Elementary, Middle, High School Cadre Directors
- **Office of Academics**
Literacy Department, Mildred Grimaldo, Director
Elementary Learning Department, Nicole Mancini, Director
Secondary Learning Department, Guy Barmoha, Director
Bilingual/ESOL Department, Victoria Saldala, Director
Diversity, Prevention & Intervention Department, Adrienne Dixson, RtI Specialist
Elementary, Exceptional Student Learning Services, Jennifer Bigos, Director
Secondary, Exceptional Students Learning Services, Sonja Clay, Director

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?**

Broward County Public Schools uses Canvas K-12 Learning Management System (LMS), a key digital resource that supports a blended and personalized learning environment to provide individual student and teacher access to instructional content, communication and collaboration tools, and assessments that can be customized and directed to meet individual student needs including English Language learners and SWDs. Canvas provides schools/teachers an opportunity to access an extensive library of digital resources and allows teachers to build a bank of varied complex texts to pair with the conceptual topics units of study and essential questions across all content areas beyond the current readily available ancillary materials included in current textbook adoptions in grades K-12.

The District provides free online resources for students and teachers to access from school or home through the use of Sharepoints, the school media center and Canvas learning management system, all of which are available through the single-sign-on Launchpad. These resources are referenced in the District's Literacy Field Guide for Educators and serve as a strong starting point for research, providing credible, reliable and the most current and updated information available for all curricular areas of study including informational databases (such as the Gale Group Opposing Viewpoints or SIRS Researcher), the American Memory Project at the Library of Congress, in public library collections, and through Destiny, the online catalog of resources in Broward County Public Schools.

The Bilingual/ESOL department provides schools Title III funds to procure supplemental informational texts for each content area in a variety of mediums. This includes texts in the target language for Dual Language classrooms. SWDs may be provided alternate instructional materials and/or alternate formats of instructional materials based on the impact of their disability.

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

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

   The following District Offices/Departments ensure that all classroom instruction is accessible to the full range of learners using UDL principles:
   - **Office of School Performance and Accountability (OSPA)**
   Elementary, Middle, High School Cadre Directors
   - **Office of Academics**
   Literacy Department, Mildred Grimaldo, Director
   Elementary Learning Department, Nicole Mancini, Director
   Secondary Learning Department, Guy Barmoha, Director
   Bilingual/ESOL Department, Victoria Saldala, Director
   Diversity, Prevention & Intervention Department, Adrienne Dixson, RtI Specialist
   Elementary Exceptional Student Learning Support, Jennifer Bigos, Director
   Secondary Exceptional Student Learning Support, Sonja Clay, Director
   Innovative Learning Department, Darryl Diamond, Director

   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)?**

   The District's Literacy Field Guide for Educators provisions the use of the Universal Design for Learning (UDL) framework for instructional planning and delivery to increase meaningful access and reduce barriers to learning for all students with diverse learning needs, including, but not limited to, SWDs, English language learners, and those from diverse cultural and socioeconomic backgrounds.

   The Office of Academics provide job embedded professional learning opportunities for teachers that integrate the principles of UDL. These courses help teachers design learning environments that are accessible to all students in their respective grade levels and subject areas. Evidence of teacher application of these principles is collected via the submission of implementation plans and/or student work required to satisfactorily complete the professional development course requirements.

   Additionally, teacher and student support on universal design principles is also available through the District online resource, Atomic Learning, with online modules that provide tutorials on infusing universal design principles into instruction and lesson plans. Instructional technology specialists, library media specialists, ESE specialists, ESE Support facilitators, and ESOL specialists work in collaboration with classroom teachers to ensure access to online academic databases, digital tools, and instructional resources that support and accommodate the needs of all students through universal design. This includes Dual Language classrooms and support in the

target language. District and school level staff offer customized support to schools in the implementation of UDL in the classroom as needed.

Furthermore, all adopted core and supplemental resources are carefully evaluated to ensure that instructional resources meet universal design principles that provide multiple means of presentation, multiple means of action and expression, multiple means of usability and multiple means of engagement, as well as consideration of presentation (font type and size, video captioning, alt tags for images), navigation, (adjustable navigation tools, use of shorts cuts) accessibility (magnification, text-to-speech, switch scanning controls) and usability (easy user interface, clear table of contents, highlighters) to accommodate SWDs and limited English proficiency.

Supplemental digital content includes Britannica School, Gale-Cengage, ProQuest, Discovery video, and Tumblebooks as well as access to open educational resources (OERS) searchable through the Library catalog system, Destiny. Online academic databases are updated daily with the most current magazine, newspaper, videos, and images content, providing 24/7 access from school and home to thousands of text types and reading levels. Digital texts accessed through Discovery videos, Tumblebooks interactive eBooks, and the online academic database can be translated into different languages, accessed at different Lexile/reading levels, and read aloud via text-to-speech functions to accommodate various student needs and instructional levels.

To further support teachers with incorporating the UDL framework into their lessons, Canvas will incorporate Universal Design principles to ensure that all students, particularly SWDs, can access and use the system as part of their educational program. The end goal is to provide learners with a variety of ways to access and process information and demonstrate what they have learned, taking into account their varying ability levels, learning preferences, languages, and cultural backgrounds.

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

A constant flow of data will be collected from professional development implementation plans, classroom walkthroughs, collection of student work including samples of formative classroom assessments/tasks, and usage data from adaptive computer-based literacy programs and online resources, to assess the levels by which teachers are providing classroom instruction that is accessible to the full range of learners using UDL principles to meet the needs of all students.

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?**

- **Office of Academics**
  Susan Leon, Director of Professional Development Standards and Supports

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

   $699,388.00

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?

   - **Office of Academics**
   Literacy Department, Mildred Grimaldo, Director
   Elementary Learning Department, Nicole Mancini, Director
   Secondary Learning Department, Guy Barmoha, Director
   Bilingual/ESOL Department, Victoria Saldala, Director
   Elementary, Exceptional Student Learning Support, Jennifer bigos, Director
   Secondary, Exceptional Student Learning Support, Sonja Clay, Director

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

   Yes, but other funding sources may include Title I, Title III, FDLRS, SAI, etc.

<u>**Reading/Literacy Coaches**</u>

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.**

   Preferred Qualifications Education: An earned master's degree from an accredited institution in an educational field and a valid Florida Teacher's Certificate in elementary and/or secondary education, ESE, or reading; must hold or be working towards Reading Endorsement or Reading Certification. Experience: Minimum of three

(3) years of related teaching experience in subject area and/or level with the last five (5) years.

OR Minimum Qualifications Education: An earned bachelor's degree from an accredited institution in an educational field and a valid Florida Teacher's Certificate in elementary and/or secondary education, ESE, or reading; must hold or be working towards Reading Endorsement or Reading Certification.

Experience: Minimum five (5) years of related teaching experience in subject area and/or level within the last eight (8) years. Additional Qualifications Required: Literacy Coaches are required to achieve Reading Endorsement within two (2) years of appointment. Additionally, Literacy Coaches must complete the Broward County Public Schools Instructional Coach Development and Credentialing Program within two (2) years of assignment. Progressively more responsible professional educational experience with at least two (2) years of experience in teacher leadership roles. Strong interpersonal and communication skills as related to instructional practice and working with teachers. Ability to establish and maintain a trustful and confidential relationship with adults. Demonstrate skillful use of coaching language. Demonstrate high standards of honesty, integrity, flexibility and responsiveness. Ability to design, present and facilitate adult learning experiences, professional learning communities and standards-based instruction. Computer skills are required for the positions.

Preferred: Bilingual Skills

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

   107 Schools

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.**

   Yes

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

   a. Elementary:69
   b. Middle:18
   c. High:20

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

   School-site administration's review of their coach's calendar and logs of coaching activities is one means of determining effectiveness of coach-provided professional development. District staff also conduct support visits to schools and maintain logs documenting their observations and determining how effectively coaches are implementing district initiatives and to offer individual support to coaches when the need arises.

Site visits to schools include conversations between district staff, coaches and teachers, to collaboratively determine next action steps, which will further promote effective literacy practices throughout the school. Additionally, district staff requires coaches to submit implementation plans after each monthly professional learning session. These action plans outline how coaches put into practice content of the district-provided professional learning.

Coaches are asked to bring to their monthly forums evidence of their planning rigorous lessons with teachers and the student work that was produced from these lessons. Coaches are provided protocol tools that aid in their planning of lessons with teachers and evaluating student work to determine student mastery of state standards.

District staff also conducts online surveys for coaches to complete. These surveys ask coaches to reflect upon and highlight any strengths and/or weaknesses in their coaching and provides them the opportunity to relate to district staff their needs as a coach and what topics are of utmost concern to them that should be addressed.

The literacy coaches work towards their School Improvement Goals at their individual schools by working in collaboration with their school leaders to develop and improve teachers' instructional practices. The Literacy coaches conducts daily classroom visits, analyze student data, model lessons for teachers and provide continuous feedback to teachers and develop plans for improvement. The Literacy coaches monitor the effectiveness of their coaching by measuring the impact that their teachers' instructional practices have on students' academic growth. The Literacy coaches work with individual teachers and collaborative teams of teachers through the analyses of student work, lesson design, modeling of instruction and providing professional development based on the school's needs

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

$7,621,192.00

Supports for Identification and Intervention of Students With Reading Deficiencies

District are required to submit Identificaiton 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?**

   N/A

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 Intruction 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?**

   N/A

5. **Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Intruction 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.:**

   K-8: Benchmark Assessment Systems (Running Records)
   Guided Reading Resources
   Prek-8: Literacy Continuum: A tool for assessment, planning, and teaching reading behaviors
   K-12: Leveled Literary Intervention
   K-8: Prompting Guides/Facilitative Language
   K-3: Fountas and Pinnell Phonics, Spelling, Word Study System/Guide
   6-12: System 44

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

   $340,000.00

7. **If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Intruction Allocation, please list the funding source.**

   Other funding sources may include: Title I, Title III, FDLRS, etc.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Dr. Nicole Mancini

2. **Email Address:**Nicole.Mancini@browardschools.com

3. **Phone Number:**754-321-1850

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

   Silver Lakes, Sheridan Park, Sunshine, Gulfstream Academy, Country Isles, Challenger, Fox Trail, Dillard, Croissant Park, Plantation, North Andrews Gardens, Riverside, Palmview, Norcrest, Coral Park

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

   a. **Start Date:**June 25, 2018
   b. **Which days of the week is SRC offered:**Monday - Thursday
   c. **Number of instructional hours per day in reading:**4 hours
   d. **End Date:**July 26, 2018
   e. **Total number of instructional hours of reading:** 64 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.?**

   Yes

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

   1:15

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

   No

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

   iReady will be used for baseline data (June 2018) and again for alternative promotion (July 2018).

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	$1,957,702.00
District expenditures on reading coaches	$7,621,192.00
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	$340,000.00
District expenditures on professional development	$699,388.00
District expenditures on summer reading camps	$1,301,698.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorial Spending	0
	Sum of Expenditures	$11,919,980.00

2018-2019
K-12 Comprehensive Research-Based Reading Plan Guidance
Sign-In Sheet

Wednesday April 11th, 2018
Davie Professional Development Center – Trailer #: 1

PRINT NAME	SIGNATURE	DEPARTMENT NAME
Marie Garrido Zoeller		Secondary ELA
David Shelley		Secondary ELA
Nicole Mancini		Elementary Learning
Sandra Shipman		OSPA
Detra Adams		CSMSD
Terri Coyle		CSMSD
Bernadine Dorantes		Coaching & Induction
Jennifer Bigos		ESLS
Sonja Clay		ESLS
Vicky Saldala	Saldala	Bilingual/ESOL
Shellie Gory		Elementary Learning
Lori Canning		ELLA
Leyda Sotolongo	Sotolongo	Bilingual /ESOL
Janice Koblick	Janice Koblick	ESLS
Andrea Ciotti	Andrea Ciotti	ESLS
Elicia Bennett	Elicia Bennett	TPLG
Nathalie Neree		ESLS
Linda Pazos	Linda Pazos	OSPA
Atinuke Fadipe		DPI
Kristina Nasworthy		DPI
Adrienne Dixson-Paul		DPI

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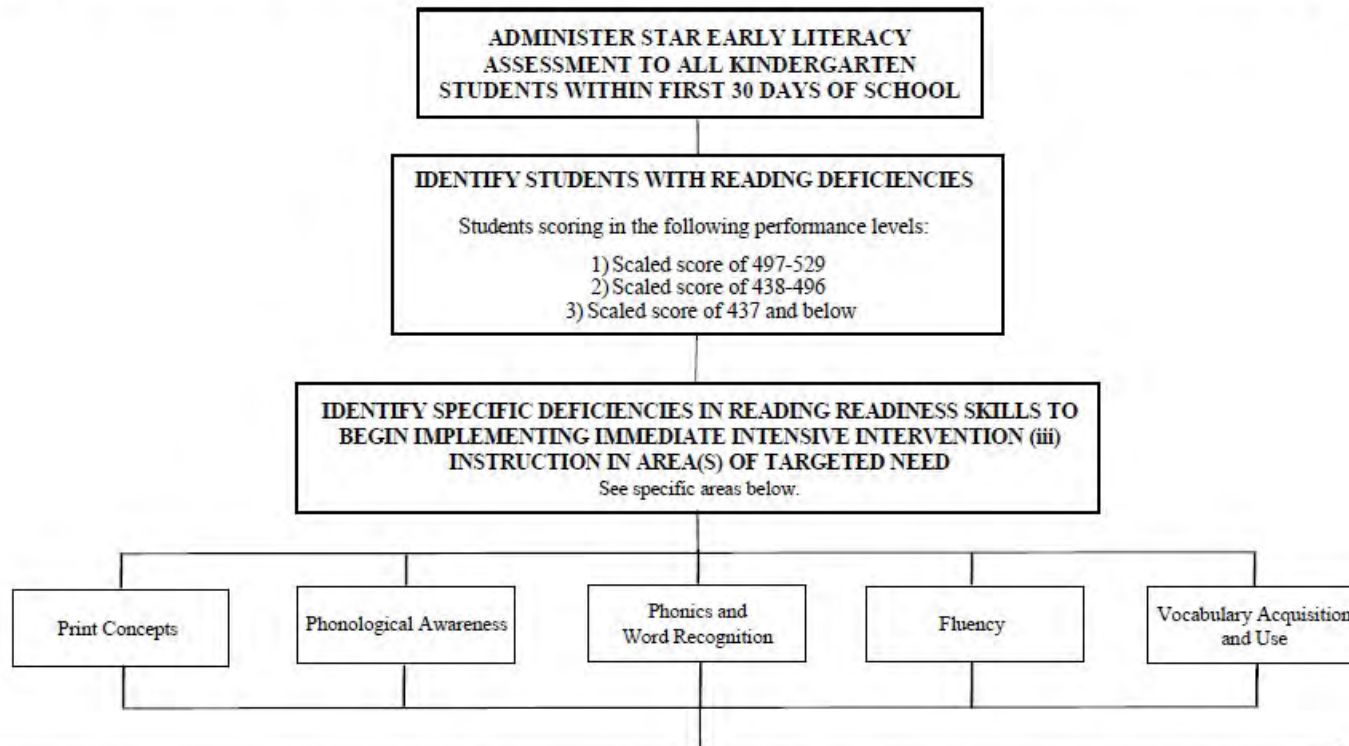
- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

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;

BCPS DT1 Identification/Intervention Decision Tree for Grade K STAR Early Literacy Assessment

ADMINISTER STAR EARLY LITERACY ASSESSMENT TO ALL KINDERGARTEN STUDENTS WITHIN FIRST 30 DAYS OF SCHOOL

IDENTIFY STUDENTS WITH READING DEFICIENCIES

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

IDENTIFY SPECIFIC DEFICIENCIES IN READING READINESS SKILLS TO BEGIN IMPLEMENTING IMMEDIATE INTENSIVE INTERVENTION (iii) INSTRUCTION IN AREA(S) OF TARGETED NEED
See specific areas below.

Print Concepts	Phonological Awareness	Phonics and Word Recognition	Fluency	Vocabulary Acquisition and Use

Consult *The Literacy Continuum* (by Fountas & Pinnell) for targeted reading instructional goals specific to each of the nine areas of learning (Early Literacy Concepts, Phonological Awareness, Letter Knowledge, Letter-Sound Relationships, Spelling Patterns, High-Frequency Words, Word Meaning and Vocabulary, Word Structure, and Word-Solving Actions) organized as developmental progressions in the Phonics, Spelling, and Word Study continuum.
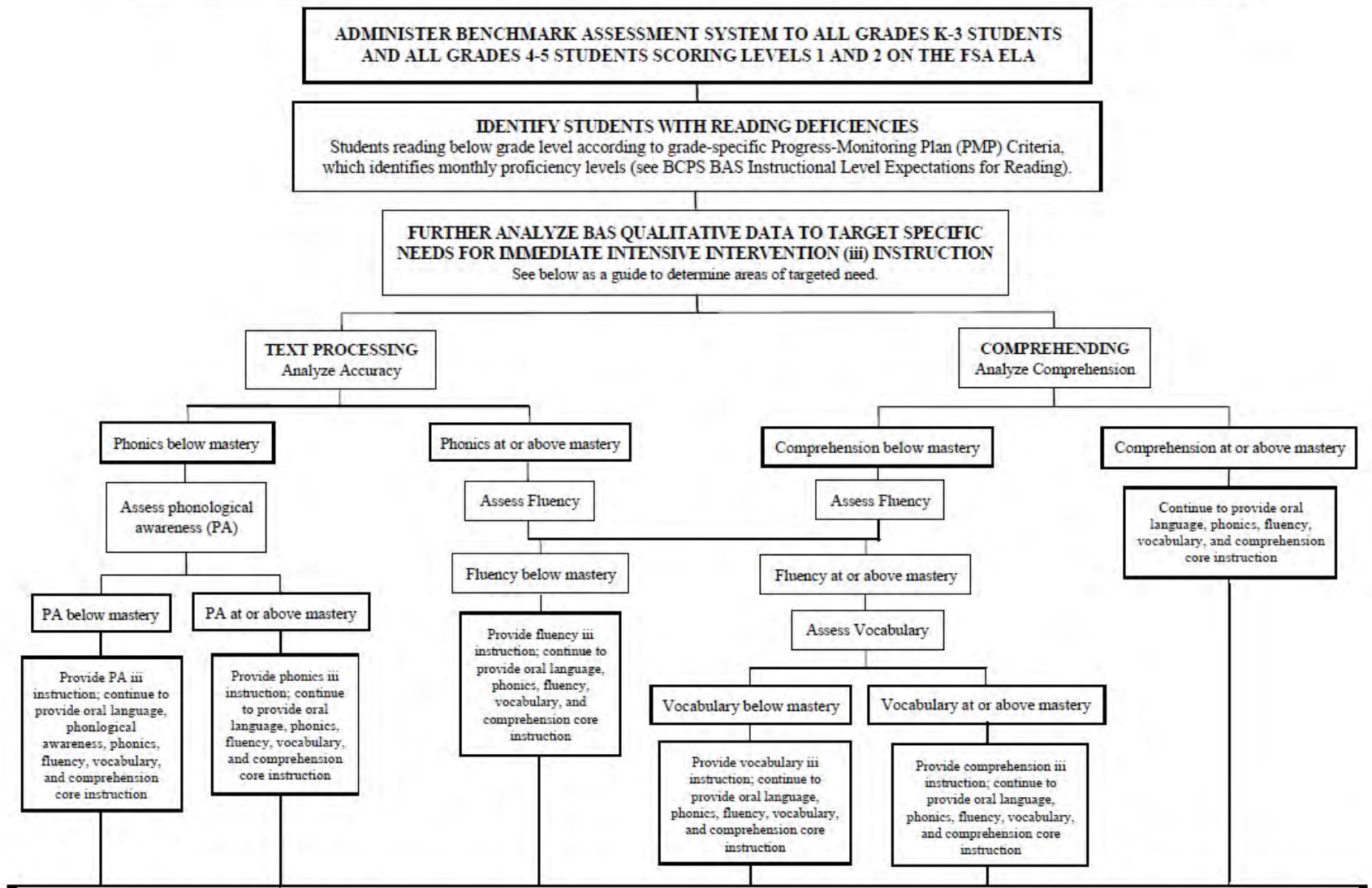
SEE DECISION TREE ON NEXT PAGE FOR ADDITIONAL BENCHMARK ASSESSMENT SYSTEM DATA TO FURTHER IDENTIFY TARGETED AREA(S) OF NEED FOR IMMEDIATE INTENSIVE INTERVENTION (iii) INSTRUCTION

Immediate intensive intervention (iii) instruction will be provided daily according to need, as an extension of or beyond the daily 90-minute reading block. The intervention will be provided in a small group setting with 4-7 students or through one-on-one conferring.

Students who do not respond to 6-8 weeks of specific immediate intensive intervention (iii) instruction in reading, delivered with fidelity above and beyond initial instruction during the 90-minute reading block will be noted as not adequately progressing. These students will be referred to the school's problem-solving team. Comprehensive data will be examined and intervention plans specific to the individual student's deficiency will be designed.

BROWARD COUNTY SCHOOLS DECISION TREE – ELEMENTARY SCHOOLS

BCPS DT1 Identification/Intervention Decision Tree for Grades K-5 Benchmark Assessment System (BAS)

ADMINISTER BENCHMARK ASSESSMENT SYSTEM TO ALL GRADES K-3 STUDENTS AND ALL GRADES 4-5 STUDENTS SCORING LEVELS 1 AND 2 ON THE FSA ELA

IDENTIFY STUDENTS WITH READING DEFICIENCIES
Students reading below grade level according to grade-specific Progress-Monitoring Plan (PMP) Criteria, which identifies monthly proficiency levels (see BCPS BAS Instructional Level Expectations for Reading).

FURTHER ANALYZE BAS QUALITATIVE DATA TO TARGET SPECIFIC NEEDS FOR IMMEDIATE INTENSIVE INTERVENTION (iii) INSTRUCTION
See below as a guide to determine areas of targeted need.

TEXT PROCESSING
Analyze Accuracy

Phonics below mastery
- Assess phonological awareness (PA)
  - **PA below mastery** → Provide PA iii instruction; continue to provide oral language, phonlogical awareness, phonics, fluency, vocabulary, and comprehension core instruction
  - **PA at or above mastery** → Provide phonics iii instruction; continue to provide oral language, phonics, fluency, vocabulary, and comprehension core instruction

Phonics at or above mastery
- Assess Fluency
  - **Fluency below mastery** → Provide fluency iii instruction; continue to provide oral language, phonics, fluency, vocabulary, and comprehension core instruction

COMPREHENDING
Analyze Comprehension

Comprehension below mastery
- Assess Fluency
  - **Fluency at or above mastery**
    - Assess Vocabulary
      - **Vocabulary below mastery** → Provide vocabulary iii instruction; continue to provide oral language, phonics, fluency, vocabulary, and comprehension core instruction
      - **Vocabulary at or above mastery** → Provide comprehension iii instruction; continue to provide oral language, phonics, fluency, vocabulary, and comprehension core instruction

Comprehension at or above mastery → Continue to provide oral language, phonics, fluency, vocabulary, and comprehension core instruction

Consult *The Literacy Continuum* (by Fountas & Pinnell) for targeted reading instructional goals organized as developmental progressions in the Phonics, Spelling, and Word Study continuum and the Guided Reading continuum.

Immediate intensive intervention (iii) instruction will be provided daily according to need, as an extension of or beyond the daily 90-minute reading block. The intervention will be provided in a small group setting with 4-7 students or through one-on-one conferring.

Students who do not respond to 6-8 weeks of specific immediate intensive intervention (iii) instruction in reading, delivered with fidelity above and beyond initial instruction during the 90-minute reading block will be noted as not adequately progressing. These students will be referred to the school's problem-solving team. Comprehensive data will be examined and intervention plans specific to the individual student's deficiency will be designed.

**STEP 1: Administer the Benchmark Assessment System (BAS) to
ALL Grades K-3 and ALL Grades 4-5 Students Scoring Level 1 or Level 2 on the FSA ELA**
*Students on ACCESS Points are exempt from BAS.

STEP 2: Identify students who meet or exceed end of grade level reading expectations based on BCPS Progress monitoring chart
No further BAS administration is required. However, it is recommended to continue to monitor growth throughout the year in reading proficiency through informal observations/running records.

STEP 3: Identify Students with a Substantial Reading Deficiency, who scored two or more levels below grade level expectations, to further analyze Reading Behaviors (sub-skills) to Target Specific Needs for Immediate Intensive Intervention (iii) Instruction.

Step 4: Oral Reading and Fluency
(Analyze Accuracy in 90-94% (K-2) and 95-97% (3-5)

Step 5: Comprehension
(Analyze for limited or approaching Comprehension)

Administer Phonological Awareness and Phonics

Administer Fluency

Use authentic fiction/nonfiction leveled text to observe processing of strategic actions

Letter Names, Letter Sounds, and Concepts of Print (K-1)

Optional Assessments

- High Frequency Words
- Phonological Awareness (Initial Sounds, Blends, Rhymes
- Phonics
- Writing/Spelling

***Student scoring a 4 in any of the Optional Assessments needs Intensive Intervention**

Use Six-Dimension Rubric

- Pausing
- Phrasing
- Stress
- Intonation
- Rate
- Integration

Use Comprehension Rubric

- Summarizing
- Predicting
- Making Connections
- Synthesizing
- Inferring
- Analyzing
- Critiquing

STEP 6: Immediate intensive intervention (iii) instruction will be provided daily according to students with a substantial reading deficiency need, as an extension of or beyond the daily 90-minute block in a small group setting and through one-on-one conferring. Teachers will consult *The Literacy Continuum* (by Fountas & Pinnell) for targeted reading instructional goals in the guided reading and phonics, spelling, and word study sections.

BCPS Progress Monitoring Calendar by Instructional Level Expectations for Reading 2018-2019											
Grade Levels	Assessment Period 1 August 20 – November 30				Assessment Period 2 December 3-March 1			Assessment Period 3 March 4 – May 24			
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May	June
K	A	A	A	A	B	B	C	C	D	D	D
1	E	E	E	E	G	G	H	I	J	J	J
2	K	K	K	K	L	L	L	L	M	M	M
3	N	N	N	N	O	O	O	O	P	P	P
4	Q	Q	Q	Q	R	R	R	R	S	S	S
5	T	T	T	T	U	U	U	U	V	V	V

Adapted from Fountas & Pinnell Text Level Gradient

KEY AS CODED IN BASIS 3.0 and BAS Dashboard:

On Track – Student meets grade level instructional expectations at that particular point in time.

Borderline – Students is **one level below** grade level expectations at that particular point in time.

Off Track – Students are **two or more levels** below grade level expectations at that particular point in time.

Progress Monitoring Plan (PMP)-END of Quarter Reading Criteria Guidelines by Grade Level to Initiate a PMP or Track Progress **(1st Quarter-Oct. 18th, 2nd Quarter-Dec. 21st, 3rd Quarter-Mar 21st, 4th Quarter-June 4th)**

BCPS Policy 6000.1: Students who do not respond to 6-8 weeks of specific immediate intensive intervention (iii) in reading, delivered with fidelity above and beyond during the 90-minute reading block will be noted as not adequately progressing. These students will be referred to the school's *collaborative problem-solving team* (**CPST**). Comprehensive data will be examined and intervention plans specific to the individual student's deficiency will be designed and monitored. Schools will utilize the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process, to develop and implement, in consultation with the student's parent, a *Progress Monitoring Plan* (**PMP**) in the area of reading deficiency to meet State and District expectations for proficiency (F.S. 1008.25 (4)(b).

Continuum Of Increased Instructional Intensity Through A Multi-Tiered System Of Supports (MTSS)

Broward County Public Schools focuses on the differentiated needs of every student, in every classroom, in every school. Literacy development is the foundation of all learning; and, our goal is to successfully implement and sustain a multi-tiered system of student supports to ensure College and Career Readiness for all students. Fidelity and Implementation must focus on accelerating and maximizing student academic achievement through the application of data based problem solving and effective leadership at all levels. The implementation of a multi-tiered system of supports is integrated, aligned, and provides a sustainable system of service. This section provides guidance to ensure common language and understanding of Broward's multi-tiered system of student supports and data-driven collaborative problem solving, and target the literacy development needs of students, at all instructional levels.

Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups of increasing levels of intensity.

Tier 3 — *Approximately 5% Intensive Needs

Tier 2 — *Approximately 15% Strategic Needs

Tier 1 — *Approximately 80% Achieving Proficiency
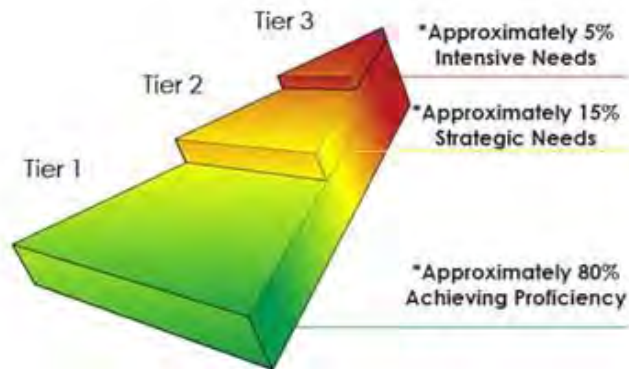
*Represents approximate percentages that are typical of classrooms, schools, or districts where students are receiving and succeeding with Tier 1 core, universal instruction.

Effective And Powerful Instruction Through Increased Intensity

Several key factors contribute to effective and powerful instruction. The level of instructional intensity must be adjusted to align with the level of student need. Increasing instructional intensity can be achieved through the type of instruction provided in addition to how and when the instruction is delivered. The size of the instructional group also impacts the intensity of delivery. Frequent analyses of formative data contribute to instructional decision-making to ensure every student is provided the targeted, differentiated instruction he/she needs. Below is a breakdown of this formula for effective and powerful instruction, which represents the foundation of Response to Intervention/Instruction (RtI) through the Collaborative Problem-Solving Process (CPSP).

3 Fs + 1 S + Data + PD = EFFECTIVE AND POWERFUL INSTRUCTION

FREQUENCY and duration for meeting daily with instructional small groups (the **WHEN**):
Frequency = once daily, twice daily, etc. **and Duration** = 20 minutes, 30 minutes, etc.

FOCUS of instruction (the **WHAT**):
Focus = target vocabulary, phonics, comprehension, etc.

FORMAT of lesson (the **HOW**):
Format = intensity of lesson structure and level of scaffolding, modeling, explicitness, etc.

SIZE of instructional small group (the **WHO**):
Size = student to teacher ratio of 1:1, 3:1, 4:1, 6:1, etc.

Analyze **FORMATIVE DATA** to determine the 3 Fs and 1 S (the WHY)
Data is analyzed to guide instructional planning and delivery.

Provide **PROFESSIONAL DEVELOPMENT** that focuses on the collection and analysis of data, the 3 Fs, and 1 S
Professional Development provides for collegial learning to capitalize on pedagogical growth.

Recommended Placement of Students into Intensive Reading for 2018-2019

The following charts are district recommendations for placement of secondary students into Intensive Reading (IR) for the 2018-19 academic year. The state of Florida no longer requires students who are Level 1 and 2 FSA (Florida Standards Assessment) to be placed into Intensive Reading; districts have the ability to make recommendations to schools, however, for placement of students who are reading and writing below grade level expectations. BCPS recommends that schools place FSA Level 1 and 2 students into IR in order to provide them instruction targeted to their needs and to prepare students to meet graduation and college & career readiness requirements. Different for the 2018-19 academic year is the recommendation to place students into a *single* block of reading based on their needs as evidenced by data.

Schools should use FSA data as the first determinant to place Level 1 and 2 students into IR classes. Secondly, schools should use FAIR-FS (or BAS for Grade 6) Word Recognition and Reading Comprehension as secondary determinants to determine which level of the district- adopted curriculum to place students. For middle schools, this would be Level A, B or C of National Geographic *Inside*. For high schools, this would be either levels A, B, or C of National Geographic *Edge*. Both programs provide placement tests that recommend placement of students into the appropriate level. In both middle and high schools, teachers may use the Fundamentals level of *Inside* or *Edge*, along with supplemental resources, which they currently have, i.e. *Inside Phonics, Just Words, Rewards,* or *Wilson* to address student's decoding needs. The district's Curriculum Pathways for *Inside* and *Edge*, housed on the Secondary ELA SharePoint, provide reading teachers additional supplemental resources, aligned to the reading curriculum, to provide further differentiation, rigor and opportunities for students to read and research both independently and collaboratively to produce standards-based projects.

In addition to using FSA and FAIR-FS data, schools may also use other student data available, such as DAR, Spelling Inventory, or programspecific assessments such as Achieve3000 and iReady. Literacy coach and teacher recommendations may also provide useful placement information. Students who enter the district without FSA or FAIR-FS scores may have other nationally normed test results for schools to consider for placement decisions. These students could also be administered the *Inside* or *Edge* placement tests or any of the other assessments mentioned above.

For questions regarding placement of secondary students into IR, please contact: David Shelley, Curriculum Supervisor, Secondary Learning-ELA-davie.shelley@browardschools.com or Marie Garrido Zoeller, Instructional Specialist, Secondary Learning-ELAmarie.garrido@browardschools.com

- For BAS questions contact Mildred Grimaldo, Director, Literacy Department, 754.323.1866; mildred.grimaldo@browardschools.com.
- For ELL questions contact Vicky B. Saldala, Director, Bilingual/ESOL Department, 754-321-2589; victoria.saldala@browardschools.com.
- For ESLS questions contact Sonja Clay, Director, Exceptional Student Education Department, 754.321.3400; sonja.clay@browardschools.com.

Department of Secondary Learning – English Language Arts
Broward County Public Schools
Recommended Placement of Students into Intensive Reading for 2018-2019

Placement Chart for Grades 6-8			
Course Title and Course Codes	Intensive Reading- M/J Intensive Reading Grades 6-8 1000010A,1000010B **OR**1000010C 8th district digit indicates National Geographic(NG) **Inside** Level A, B or C. Placement is determined primarily by FSA, FAIRFS& BAS data. Schools may also use other data available as suggested below.		**Developmental LA ESOL- Reading** **Y1**-10021811-1002181A **Y2**-10021812-1002181B **Y3**-10021813-1002181C
Description	Criteria for Intensive Reading For struggling readers who are reading well below grade level and who need to build **decoding and fluency** skills, along **with reading comprehension**.	Criteria for Intensive Reading For struggling readers who have higher decoding and fluency skills, but who are still reading below grade level and need to build their **reading comprehension**.	Criteria for Dev LA – ESOL-Reading To address English language acquisition (Listening, Speaking, Reading, Writing)
Language Proficiency Based on IPT or ACCESS for ELLS 2.0	N/A		A1-A2 Levels 1 or 2
FSA	Levels 1 & 2		Levels 1 & 2 OR no scores
FAIR-FS (7th + 8th) OR **BAS (6th Grade only)** (Available at all school sites)	**FAIR** WRT<30% RCT<30% **BAS**: Gr. 2 Instructional Levels K-M or Gr. 3 Instructional Levels N-P See the *BCPS Literacy Field Guide for Educators* for more information regarding BAS: http://www.bcpsliteracyguide.com/	**FAIR** WRT >30% RCT<50% **BAS**: Gr. 4 Instructional Levels Q-S or Gr. 5 Instructional Levels T-V See the *BCPS Literacy Field Guide for Educators* for more information regarding BAS: http://www.bcpsliteracyguide.com/	N/A
DAR Wordlist Or Full DAR: (available at all school sites)	Gr. 6 ≤ 3 Gr. 7 ≤ 4 Gr. 8 ≤ 5	Gr. 6 >3 Gr. 7 > 4 Gr. 8 > 5	N/A
Spelling Inventory (Feel online access)	< 32%	> 32%	N/A
Achieve3000 Level Set (if available at school site)	250- 520L	660-880L	N/A
iReady (If available at school site)	**Phonics** (including phonemic awareness) Two levels or more below grade level **Comprehension** (both literary and informational) Two or more levels below grade level	**Phonics** (including phonemic awareness) One level below grade level or higher **Comprehension** (both literary and informational) Two or more levels below grade level	N/A

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Recommended Placement of Students into Intensive Reading for 2018-2019

NG *Inside* Placement *(available at all school sites)*	610-840 L	770-1220 L	N/A
Curriculum	**NG Inside Book B** Inside Curriculum Pathway with Achieve 3000, Vocabulary.com & CPALMS alignments **Plus** Decoding Resources as needed, i.e. REWARDS, Inside Phonics, Just Words, Fundamentals, or Wilson	**NG Inside Book C** Inside Curriculum Pathway with Achieve 3000, Vocabulary.com & CPALMS alignments	**Pearson Keystone** Placement in Program A and B
Note: The NG Inside Lexile levels overlap, providing flexibility to choose the level that is most appropriate for each student. When a score overlaps between levels, the higher level is generally the most appropriate for the student. Please use your professional judgement to choose the level that will provide a productive struggle with complex text.			

Placement Chart for Grades 9-10			
Course Title and Course Codes	**Intensive Reading** **Grades 9-10** 1000410A, 1000410B OR 1000410C 8th district digit indicates National Geographic (NG) **Edge** Level A, B or C. Placement is determined primarily by FSA & FAIR-FS data. Schools may also use other data available as suggested below.		**Developmental LA ESOL- Reading** **Y1**-10023811-1002381A **Y2**-10023812-1002381B **Y3**-10023813-1002381C
Description	Criteria for Intensive Reading For struggling readers who are reading well below grade level and who need to build **decoding and fluency** skills, along **with reading comprehension.**	Criteria for Intensive Reading For struggling readers who have higher decoding and fluency skills, but who are still reading below grade level and need to build their **reading comprehension.**	Criteria for Dev LA – ESOL-Reading To address English language acquisition (Listening, Speaking, Reading, Writing)
Language Proficiency Based on IPT or ACCESS for ELLS 2.0	N/A		A1-A2 Levels 1 or 2
FSA	Levels 1 & 2		Levels 1 & 2 OR no scores

Recommended Placement of Students into Intensive Reading for 2018-2019

FAIR-FS	WRT <30 % RCT<30%	WRT >30% RCT<50%	N/A
DAR Wordlist or Full DAR: Students with disabilities with reading goals on IEP *(available at all school sites)*	≤6	≥ 7	N/A
Spelling Inventory *(Feel online access)*	< 32%	> 32%	N/A
Achieve3000 Level Set *(if available at school site)*	740 – 1010L	925-1185L	N/A
NG Edge Placement & Reading Level Gains Tests *(available at all school sites)*	750-1075 L	950-1150 L	N/A
Curriculum	**NG Edge Book B** *Edge* Curriculum Pathway with Achieve 3000, Vocabulary.com & CPALMS alignments **Plus** Decoding Resources as needed, i.e. REWARDS, Inside Phonics, Just Words, Fundamentals, or Wilson	**NG Edge Book C** *Edge* Curriculum Pathway with Achieve 3000, Vocabulary.com & CPALMS alignments	**Pearson Keystone** Placement in Program D and E
Note: The NG Edge Lexile levels overlap, providing flexibility to choose the level that is most appropriate for each student. When a score overlaps between levels, the higher level is generally the most appropriate for the student. Please use your professional judgement to choose the level that will provide a productive struggle with complex text.			

Recommended Placement of Students into Intensive Reading for 2018-2019

Placement Chart for Grades 11-12				
Course Title and Course Codes	**Intensive Reading** **Grade11**-1000410N **Grade 12**-1000410Q	**Intensive Language Arts** **Grade11**-1000400N **Grade12**-1000400Q	**English 4: Florida College Prep** **Grade12 only**-1001405Q	**Developmental LA ESOL-Reading** **Y1**-10023811-1002381A **Y2**-10023812-1002381B **Y3**-10023813-1002381C
Description	Criteria for Intensive Reading with emphasis on preparing students to meet graduation and college readiness requirements.		This course incorporates reading and writing using a variety of informative texts to develop critical reading and writing skills necessary for success in college courses.	Criteria for Dev LA – ESOL-Reading with an emphasis on English Language acquisition (Listening, Speaking, Reading, Writing)
Language Proficiency Based on IPT or ACCESS for ELLS 2.0	N/A			A1-A2 Levels 1or 2
FSA or FCAT (Depending on Cohort)	Levels 1 and/or 2		Levels 3-5	Levels 1 and/or 2
Full DAR: Students with disabilities with reading goals on IEP				
ACT	≤12	13-18		N/A

Recommended Placement of Students into Intensive Reading for 2018-2019

			≤18	N/A
SAT	≤330	340-420	≤430	
			≤105	
PERT	N/A	N/A		N/A

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:** Broward
2. **Contact name for schools covered on this plan:** Dr. Nicole M. Mancini
3. **Contact phone number:** 754-321-1850
4. **Contact email:** nicole.mancini@browardschools.com
5. **Schools covered by this plan:** Bethune Mary M, Broward Estates, Castle Hill, Charles Drew, Deerfield Park, Dillard, Dr. Martin Luther King Montessori Academy, Lake Forest, Larkdale, North Fork, North Side, Oakland Park, Oriole, Park Lakes, Park Ridge, Plantation, Pompano Beach, Robert C. Markham, Rock Island, Royal Palm, Tedder, Thurgood Marshall, Village, Walker, Watkins, Westwood Heights

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:** Varies. See schedule enclosed.
2. **School dismissal time:** Varies. See schedule enclosed.
3. **Total number of instructional minutes per day:** 420
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.**

   Each school is provided a Low 300 Communication Toolkit. All parents of students at an identified Low 300 school receive a letter at the beginning of the school year notifying them that the school is a Low 300 school and the school day is being extended. Students who will enter grades four or five in the 2018/19 school year and who scored a Level 4 or 5 on the FSA English Language Arts, may "opt out" of the extended instructional learning time. Parents contact the proper point of contact for the school regarding this choice. For students who do not opt-out, teachers enrich their instruction and learning experiences to provide broader and deeper learning in the standards. Instruction during the extended hour is designed to meet their needs and enrich rather than remediate.

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 additional hour of instruction is provided by certified K-5 teachers, ESE Support Facilitators, and Literacy Coaches/Specialists. Classroom Walkthroughs and formal evaluations from the District's Marzano Observation Tool are used to evaluate teachers and their instructional design and delivery. In addition, the Benchmark Assessment System is used to determine reading progress and i-Ready data is used to progress monitor student gains related to the language arts standards. New teachers receive additional district support through highly qualified Coaching and Induction Coaches. Professional learning and support are provided to teachers who are new or need additional support in a specific area of reading to provide optimal instruction and interventions.

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.

Based on previous years, the District reviewed programs and instruction delivery during the additional hour. Finding a need to provide more support to teachers and explicit, structured, and systematic intensive instruction to students to meet their needs and accelerate progress, the District designed whole group exemplar interactive read-aloud and shared reading standards-base, lesson plans for grades K-5 to be used during the extended hour. The structured and explicit lesson plans provide an opportunity for students to read, discuss, and respond to text. Teachers provide research-based small group intensive reading based on quantitative and qualitative data from the Benchmark Assessment Data. Students also participate in differentiated learning centers and/or Daily 5 during the intensive reading instruction. Centers are differentiated based on quantitative and qualitative data from the Benchmark Assessment System. In addition, based on individual student needs in the areas of reading, the following research-based programs are implemented: Journeys and Journeys Toolkit, Leveled Literacy Intervention, Fundations, Wilson, Intermediate Rewards.

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.

Teachers follow the Elementary Decision Tree (DT1) from the K-12 Reading Plan to identify students struggling, who need additional support, have a significant reading deficiency, or require enrichment. Teachers use the Benchmark Assessment System to identify a student's reading deficiency and progress monitor students throughout the year. The additional assessments associated with this tool provide more in-depth

information about which component of reading a student is struggling with. Both quantitative and qualitative data are used to identify the research-based reading instruction provided during small group guided and intervention instruction. Students reading protocols from the Benchmark Assessment System are reviewed to progress monitor students' and adjust instruction based on data. In addition to the quantitative data, teachers use the qualitative data to determine student's reading behaviors.

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.**

During the extended hour, teachers provide explicit and systematic small group instruction to students based on specific needs identified by the Benchmark Assessment System data. The research-based intensive reading includes, but is not limited to: Leveled Literacy Instruction, Fundations, Words Their Way, Lucy Calkins Units of Study (Writing), Phonics for Reading. Teachers review all relevant data to provide strategic, intensive instruction addressing the specific component(s) of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension) that needs to be further developed or enhanced. Students participate in differentiated learning centers and/or Daily 5 during the intensive reading instruction. Centers are differentiated based on quantitative and qualitative data from the Benchmark Assessment System. Literacy coaches support teachers to ensure the right instruction is occurring for students based on data to ensure more extensive opportunities for guided practice, error correction, and feedback occur.

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.**

As part of the exemplar, interactive read-aloud and shared reading lesson plans for grades K-5 used during the extended hour, social studies, science, and mathematics-text are utilized and/or integrated. When students participate in differentiated learning centers and/or Daily 5 during the intensive reading instruction, they incorporate social studies, science, and mathematics texts and writing.

LOCATION NAME	Opening	Closing
Bethune, Mary M. Elementary School	8:35 am	3:35 pm
Broward Estates Elementary School	8:00 am	3:00 pm
Castle Hill Elementary School	8:00 am	3:00 pm
Drew, Charles Elementary School	8:00 am	3:00 pm
Deerfield Park Elementary School	8:35 am	3:35 pm
Dillard Elementary	8:00 am	3:00 pm
King, Martin Luther Montessori Academy	8:00 am	3:00 pm
Lake Forest Elementary School	8:00 am	3:00 pm
Larkdale Elementary School	7:55 am	2:55 pm
Markham, Robert C. Elementary	8:10 am	3:10 pm
Marshall, Thurgood Elementary School	8:15 am	3:15 pm
North Fork Elementary School	7:50 am	2:50 pm
North Side Elementary School	8:00 am	3:00 pm
Oakland Park Elementary School	8:30 am	3:30 pm
Oriole Elementary School	7:45 am	2:45 pm
Park Lakes Elementary School	8:40 am	3:40 pm
Park Ridge Elementary School	8:15 am	3:15 pm
Plantation Elementary School	7:45 am	2:45 pm
Pompano Beach Elementary School	7:45 am	2:45 pm
Rock Island Elementary School	8:00 am	3:00 pm
Royal Palm Elementary School	8:00 am	3:00 pm
Tedder Elementary School	8:15 am	3:15 pm
Village Elementary School	8:10 am	3:10 pm
Walker Elementary School (Magnet)	8:00 am	3:00 pm
Watkins Elementary School	8:10 am	3:10 pm
Westwood Heights Elementary School	8:00 am	3:00 pm

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:** Broward
2. **Contact name for schools covered on this plan:** Ruth Kalinsky, Principal
3. **Contact phone number:** 954-271-0090
4. **Contact email:** rkalinsky@bridgeprepacademy.com
5. **Schools covered by this plan:** BridgePrep Academy of Broward

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:** 8:00 am
2. **School dismissal time:** 3:00 pm
3. **Total number of instructional minutes per day:** 390
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.**

   Parents will have the opportunity to opt into the extra reading instruction for their child. Parents will be informed both in writing and in person to ensure all parties agree to the plan. In order to provide enrichment, teachers will engage in text based writing activities that cross the curriculum. Socratic seminars, literature circles and project based activities will also be offered.

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.**

   BridgePrep Academy has an instructional reading coach, an RTI reading specialist and an interventionist on staff to provide classroom support to the certified teachers in elementary education. Teachers are also provided with training in specific academic programs. BridgePrep Academy teachers provide Differentiated Instruction. Looking at data, teachers group students based on abilities and teach in small groups in order to reach all students individual needs.

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.**

   Fountas Pinnell Leveled Literacy Interventions. The program was purchased but was not implemented for the 2017-2018 school year.

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.**

   Students will take iStation screening/diagnostic assessments every 20 instructional days for progress monitoring. Using iStation, Benchmark Assessment System, Fontas and Pinnell Benchmark Assessment, and FAIR data will be used to group students. Based on district policy, BAS is used to monitor student literacy proficiency. Teachers are mandated to use Differentiated Instruction for small group guided instruction.

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.**

   Data chats for feedback. Targeted standards and skills. Gradual release for instruction. Small teacher lead groups. Based on BAS data teachers group students for targeted instruction using research based curriculum, Fountas Pinnell Leveled Literacy program.

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.**

    Cross curriculum instruction. Fountas Pinnell Leveled Literacy. Classroom teachers will be using social studies and science interactive notebooks to support literacy.

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:** Broward County
2. **Contact name for schools covered on this plan:** Susan Alexander
3. **Contact phone number:** 954-715-1777
4. **Contact email:** Susanalexander@Innovationcharter.net
5. **Schools covered by this plan:** Innovation Charter School

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:** 8:00am
2. **School dismissal time:** 3:00pm
3. **Total number of instructional minutes per day:** 420
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.**

   Guided Reading groups will meet daily for level 4 and 5 students to read and discuss assigned leveled reading and work independently on individualized assignments from novel studies, research-based projects, buddy read with lower/younger leveled readers, and other i-Ready and accelerated lessons. 5th grade high achievers will meet weekly for a science small group per the STEM Specials teacher for additional science reading and reinforcement.

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 meet weekly as a Grade Level team to develop lesson plans and the Reading Intervention hour will be a part of the planning. Also, teachers will discuss reading strategies in weekly grade level meetings to implement in intervention time, as well as provide leveled readers for small group intervention. Teachers attend Data meetings where they discuss/determine small groups from progress monitoring data along with the Literacy Coach, and the Literary Coach addresses pertinent reading strategies, and RTI in teacher meetings. The teacher's effectiveness in teaching reading will be validated by i-Ready Student monthly growth monitoring and the teacher's yearly evaluation per the Florida Consortium of Public Charter Schools Charter School Classroom Teacher Evaluation.

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.**

   Teachers will choose from a variety of intervention resources as they plan for reading intervention: the weekly i-Ready progress monitoring; i-Ready intervention lessons and practice; leveled readers with teacher directed questions and student engagement activities; Journeys Toolkit/Literacy Toolkit; Read Aloud scripted lesson plans; shared reading; and other school approved reading resources. Progress monitoring will show individual student gains using i-Ready assessments, Journeys Intervention Assessments, student writing about reading, and read aloud discussions. This is the first year to use i-Ready to accelerate student progress. These different resources have proven to produce student gains through progress monitoring and a continual overall school improved FSA score.

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.**

   Differentiated instruction is determined based on ESE, ELL, and MTSS information and individual student plans as well as previous - end of the year assessment data such as FSA and Primary End of the year testing, beginning of the year Journeys assessment, Journeys Intervention Assessments, i-Ready

diagnostics and weekly data, and weekly reading scores/performance. The FAIR assessment is given 3 time a year, and the data is used to redefine reading small groups and identify lesson content. For Kindergarten, FLKRS, Concepts of Print and Letter Recognition and Sounds assessments are also given 3 times a year for progress monitoring.

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 you r school/district uses to ensure this occurs.**

The reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension will be determined through the dissemination of the weekly i-Ready data, weekly Journeys assessments, and teacher observation in reading small groups. This information will identify areas of greatest need – whole class, small group, and individual learning needs. Also, the data will guide teachers in creating leveled small groups, and key intervention practice in both whole group, small group instruction and individual practice. The error correction and feedback will occur as the teachers rotate small groups and individualized instruction using reading resources, Interactive Read Aloud, the Journeys Tool Kit or Literacy Toolkit, and other intervention materials pertinent to student needs. Also, teachers can utilize i-Ready for intervention lessons as teachers plan for the extended hour as an extension of the daily 90 minute reading block.

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.**

The intensive reading instruction delivered in this additional hour will include integration of social science, science and mathematics text discussion and writing in response to reading through small groups instruction with varied non-fiction reading such as Scholastic News, and writing related text evidence/reading mini lessons extending from the core reading block or as an interdisciplinary content mini-lesson such as afore-mentioned - social studies, science or math.

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:** Broward
2. **Contact name for schools covered on this plan:** Shirley Brunache
3. **Contact phone number:** 954-381-5199
4. **Contact email:** sbrunache@newlifecharteracademy.org
5. **Schools covered by this plan:** New Life Charter Academy

Section 2: Length of School Day

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

1. **School start time:** 8:00 am
2. **School dismissal time:** 3:30 pm
3. **Total number of instructional minutes per day:** 420
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   The ELA teachers will incorporate lessons targeting the different components of reading including domain specific vocabulary words. The i-Ready will provide real-time data accompanied with prescriptive lesson plans to enable to students to work on increasing their capacity. The ELA teachers will use the following resources: i-Ready, and Tools of Instruction (i-Ready). The i-Ready Growth Monitoring Reports will be used to progress monitor the students.

   The level 4 and 5 students are part of the Mustang Book Club. During the Mustang Book Club, the students will be given opportunity to complete interactive book projects. In addition, these students are exposed rigorous informational text to synthesize during the science and social studies blocks of their school day.

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 teachers have been deemed highly effective based on their previous year's classroom walkthrough and formal evaluation instrument tool from the Florida Charter School Consortium. The evaluation tools are used to evaluate the teachers along with their instructional design and delivery. In addition, progress monitoring tools will be use to consistently measure students gains on the language arts standards.

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 grades K-5 ELA teachers will use i-Ready adaptive Diagnostic as an intervention tool to pinpoint students' reading performance and growth as well as provide instructional strategies for the teachers. The i-Ready was administered three times a year. After each administration, the data was analyzed to ensure that students were placed in the appropriate reading intervention groups based on their performance level. The intervention program will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The prescriptive lessons will be used to provide differentiated instruction during small group.

In addition, the Standards Mastery assessment was administered to ensure that students were exposed on grade-level high-stakes testing questions. Based on the data derived from Standards Mastery, the teachers will make informed decisions in the delivery of the reading instruction using the prescriptive lessons generated from Standards Mastery. After a cycle of remediation, reinforcement, and enrichment is implemented in the classroom, another Standards Mastery assessment will be administered to the students to show and measure growth.

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.**

The grades K-5 ELA teachers will use i-Ready adaptive Diagnostic as an intervention tool to pinpoint students' reading performance and growth as well as provide instructional strategies for the teachers. The intervention program will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The prescriptive lessons will be used to provide differentiated instruction during small group. The i-Ready Growth monitoring Reports will be used to progress monitor the students.

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

   The grades K-5 ELA teachers will use i-Ready adaptive Diagnostic as an intervention tool to pinpoint students' reading performance and growth as well as provide instructional strategies for the teachers. The intervention program will also identify the root causes behind students' challenges and provides tools to ensure differentiated instruction with its' prescriptive lessons per student. The prescriptive lessons will be used to provide differentiated instruction during small group. The i-Ready Growth Monitoring Reports will be used to progress monitor the students.

   The reading groups will be fluid based on data generated from i-Ready which will allow the teachers to address deficiencies in the areas of phonics, phonemic awareness, fluency, vocabulary, and comprehension. Monthly data chats will be conducted with the teachers to discuss students' growth.

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.**

   The intensive Reading teachers will use the Ready Florida English Language Arts which is a proven-effective, gradual-release model that ensures students to get the modeled and guided instruction in order to build mastery of the English Language Arts Standards with integration of mathematics, social studies, science, and writing. Florida Science and Social Studies will be used in grades K-5 to increase students' exposure to informational text. The science and social studies teachers will be trained in utilizing effective reading strategies to address scaffolding support with informational text.