

Sarasota County Schools District Intensive Reading Initiative Pilot 2023-2024 Narrative Section

Scope of Work/Narrative

Local Educational Agencies (LEA) of the School District Intensive Reading Initiative Pilot shall:

1. Provide a project abstract (or summary).

Sarasota County Schools (SCS) seeks funds to support an innovative Intensive Reading Initiative for Students with Disabilities (SWD/ESE) and English Language Learners (ELL), a district-wide project that integrates powerful, research-based reading programs with quality materials, expert training provided by Imagine Language and Learning, Really Great Reading, WIDA, and an ELA Program Specialist to help manage the implementation of the program. Funding for the School District Intensive Reading Initiative Pilot provides additional reading intervention opportunities to students in kindergarten through grade 5 enrolled in Sarasota County elementary schools who either scored below a Level 3 on the English Language Arts (ELA) assessment in the prior year or whom the district has determined through progress monitoring to be below grade level. This includes but is not limited to special population students receiving services for Special Education and/or English Language Learners. The following activities align with the funding purpose: the teachers providing the intervention will receive necessary professional learning and curricular/instructional materials to implement appropriately designed intervention/instruction.

During the 2021-2022 school year, over 200 students received interventions with our ESE Reading Initiative Pilot teachers. These teachers used their new understanding of close observation and responsive teaching along with the Leveled Literacy Intervention and/or Phonics Spelling and Word Study interventions to meet the specific needs of each student. This led to student growth. On average, our students grew between 6-8 months in three months. In addition, 95% of all students progressed toward grade level, and over 50% made significant text-level growth (more than three levels). This acceleration was also seen in these students' iReady diagnostic scores, in which many of our students made their stretch growth goal toward proficiency.

Given the 2021-2022 success, during the 2022-2023 school year, Sarasota County Schools expanded the learning opportunities to teachers and paraprofessionals teaching multi-lingual students and continued the learning with Exceptional Student Education (ESE) teachers and paraprofessionals.

Students participating in the DIRIP for SY22-23 could have fallen into one of these categories:

- New to the SY22/23 cohort
- Participating in DIRIP for the second consecutive year (if the student's teacher is also participating for the second consecutive year)

Due to data collected from SY22/23 in regard to needed foundational skills in grades 3/4/5, ESE teachers will be given the instructional materials and professional learning necessary to implement structured literacy practices in small groups using UFLI Foundations, Really Great Reading Phonics Letter Tile Sets, and Flyleaf Publishing accountable text. Data will be collected on the student groups to determine foundational skills progress, and teachers will document their own growth in understanding the structured literacy methodology for foundational skills instruction. A consultant from Really Great Reading will provide a one-day training session on Foundational Skills and using the Phonics Letter Tile Sets. SCS ELA Program Specialists will provide five additional professional learning sessions about implementing UFLI Foundations and using accountable text.

ESE teachers from every school need a consistent district message and opportunities for professional growth. In an effort to speak the same language, understand expectations, and remain like-minded, ESE teachers and ESE APs will participate in three professional learning sessions about the following topics (APs will only be asked to be there for a portion of each learning day):

- Bridging the use of Leveled Literacy Intervention and Orton Gillingham-like approaches – who, when, and why
- Structured Literacy methodology
- Best Practices of Inclusion
- Observations of Reading
- Effective Teacher-led Small Group Instruction - understanding skill vs strategy, various text options for targeted learning application, and the similarities and differences in teacher-led small group frameworks
- Scaffolding grade-level text in the small group setting
- Data-driven determination of a student group's needs and alignment of appropriate resources for the application of instruction
- Administrating and interpreting progress monitoring tools/screenings such as the CORE Phonics Survey and Oral Reading Fluency to determine areas of need
- Substantial Reading Deficiency and current Legislation alignments
- Multi-Tiered Systems of Support - understanding what it means to have all students part of multi-tiered systems of support

Administrators and school leaders will receive a one-hour virtual training provided by Really Great Reading consultants on the best practices in the Sciences of Reading, Structured Literacy, and look-fors in foundational skills instruction.

SCS will provide additional professional learning around bridging language acquisition and literacy practices. This will include multiple learning sessions with Imagine Language and Learning and a two-day session with WIDA consultants about scaffolding language through content learning. Imagine Language and Learning will provide SCS educators with onboarding, understanding reports, analyzing data, making instructional decisions, and using student portfolios. Scaffolding Language Through Learning, by WIDA, is a two-day, in-person course that provides educators with a fresh look at engaging multilingual learners in rigorous content area learning while balancing challenge and support. These two days will encourage educators to consider dynamic classroom practices supporting multilingual students as they increase independence and expertise in grade-level content. Lastly, with the purchase of Ballard & Tighe instructional resources for multilingual learners, associates from B&T will provide professional learning on implementing and applying the teacher's guide and resource materials. These Carousel Sets, published by Ballard & Tighe, are directly related to the Frames for Fluency purchased last year for ELL teachers and paraprofessionals. These teacher materials will support the full use of the materials with understanding and fidelity.

Continued learning is important to systemic literacy improvement across the district. Investing in teacher expertise equips them to build capacity with the teachers and paraprofessionals in their spheres of influence. The training is content-related, job-embedded, and ongoing in nature, which are effective professional learning hallmarks.

“The greatest influence on student progression in learning is having **highly expert, inspired, and passionate teachers and school leaders working together to maximize the effects of their teaching on all students in their care.**” John Hattie, 2015

In addition to funding the multiple days of training, the grant will cover substitutes for staff participating in the training. Training sessions will be ongoing in nature and include current reading science and application through modeling, collaboration, conversation around shared experiences, and cooperative learning opportunities. The goal is to provide our teachers with a more reflective, deep understanding of how to individualize and personalize instruction/intervention to suit the diverse needs of their students.

Paraprofessionals should feel empowered and equipped with literacy knowledge to impact student progress. Their responsive moves and instructional decision-making are important, too. Basic literacy understanding, foundational skills, and practical application of high-impact strategies will help the working relationship between the paraprofessional and instructional leader.

Sarasota County Schools believes that 1) parent and family engagement is a shared responsibility and 2) parent and family engagement encourages high-quality instruction for all learners. As such, we will partner with schools to provide family literacy nights at multiple sites. While these events will be open to the entire school community, outreach for these events will focus on the families of students participating in the grant. Participating families will receive engaging literacy activities and print-rich materials to practice and apply strategies with their children at home.

2. Describe the project design and the project objectives/activities to be implemented. Include a description and a timeline for completion of each deliverable (e.g., product completion, training development/delivery, services to be delivered).

Scope of Work Tasks/Activities	Deliverables (Product or Service)	Evidence (verification)	Due Date (completion)	Unit Cost
<p>Substitutes for Staff who provide instruction or support to targeted, prioritized students identified as ELL or ESE and not meeting proficiency as evidenced by a level 1 or 2 on STAR/FAST or Tier 1 Progress Monitoring and/or retained - \$156 per day/per substitute</p> <p>ESE PART 1 – Foundational Skills for Intermediate ESE Students (grades 3/4/5) –</p> <p>Substitutes for one day, 45 participants (see stipends – outside the duty day - for</p>	<p>Payroll (salary and benefits) for Substitute Teachers</p>	<p>Substitute Authorization Forms</p> <p>Payroll Records</p>	<p>6/30/2024</p>	<p>Teachers = \$63,960</p> <p>ESE teachers</p> <p>PART 1-- 45 teachers, 1 day, \$156 per day/per teacher = \$7020</p> <p>PART 2 – 75 teachers, three days, \$156 per day/per</p>

<p>additional professional learning opportunities)</p> <p>ESE PART 2 – Of One Mind –</p> <p>Substitutes for three days, 75 participants</p> <p>ELL PART 1 – Imagine Language and Learning –</p> <p>Substitutes for one day, 40 participants</p> <p>ELL PART 2 – WIDA – Scaffolding Language Through Learning –</p> <p>Substitutes for two days, 50 participants</p>				<p>teacher = \$35,100</p> <p>ELL teachers</p> <p>PART 1 – 40 teachers, 1 day, \$156 per day/per teacher = \$6240</p> <p>PART 2 – 50 teachers, 2 days, \$156 per day/per teacher = \$15,600</p>
<p>Stipends for Staff who provide instruction or support to targeted, prioritized students identified SWD/ ESE and not meeting proficiency as evidenced by a level 1 or 2 on STAR/FAST or Tier 1 Progress Monitoring and/or retained</p> <p>ESE PART 1 – Foundational Skills for Intermediate ESE Students (grades 3/4/5) –</p> <p>Stipends for 15 hours of PD for 45 participants – outside the duty day - \$25 per hour</p>	<p>PD stipends for participating teachers – professional learning outside the duty day</p>	<p>Sign in sheets</p> <p>Payroll records</p>	<p>6/30/2024</p>	<p>Stipends = \$16,875</p>
<p>Professional and Technical Services Contract for the training of teachers and paraprofessionals who provide instruction and support to targeted, prioritized students identified as ELL or ESE and not meeting proficiency as evidenced by a level 1 or 2 on STAR/FAST, Tier 1 Progress Monitoring and/or retained</p> <p>ESE PART 1 - One-Day in-person Consultant for teachers and virtual session for school leaders – Really Great Reading</p> <p>ELL PART 2 - Two-Day Consultant for teachers – WIDA</p>	<p>Participation in Training conducted by Really Great Reading through a Professional and Technical Services Contract</p> <p>Participation in Training conducted by WIDA through a Professional and Technical Services Contract</p> <p>WIDA Webinar for ELA PS prior to two-day training to monitor its effectiveness</p>	<p>Contract</p> <p>Sign in Sheets</p> <p>Exit Tickets/Other Feedback</p> <p>Course Evaluation by Teachers</p>	<p>6/30/2024</p>	<p>ESE – Really Great Reading = \$5,500</p> <p>ELL – WIDA = \$10,000</p>

WIDA Webinar for ELA PS – Scaffolding Language Through Learning				
<p>Provide teachers and paraprofessionals with high-quality supplemental materials for small groups to include:</p> <ul style="list-style-type: none"> • UFLI Foundations • Really Great Reading Phonics Sets – purchased 22/23 • Visual and auditory drill cards – purchased 22/23 • Ballard & Tighe – Carousel Set 1 Teachers Edition, Resource Kit, and Digital Access 	Purchase of instructional materials	<p>Purchase Orders</p> <p>Documentation of Receipt/Delivery</p> <p>Evidencing the use of supplemental materials</p>	6/30/2024	<p>UFLI Foundations = \$2750</p> <p>B & T Carousel Set 1 material = \$8608 (\$7826 x 10% shipping)</p>
<p>Provide teachers and paraprofessionals with high-quality reading instructional materials to include:</p> <ul style="list-style-type: none"> • FlyLeaf Publishing accountable text, 42 participants, Emergent Reader Series (PreK, K, and grade 1) - \$1317 – 41 titles = \$55,314 • FlyLeaf Publishing accountable text, 42 participants, Set 2 (grade 1 & 2) - \$1572 – 19 titles = \$66,024 	Purchase of instructional materials	<p>Purchase Orders</p> <p>Documentation of Receipt/Delivery</p> <p>Sample Lesson Plans from Intervention/ Acceleration evidencing the use of instructional materials</p>	6/30/2023	\$127,404.90 (\$121,338 x 5% shipping)
<p>Training of teachers and paraprofessionals who provide instruction and support to targeted, prioritized students identified as ELL or ESE and not meeting proficiency as evidenced by a level 1 or two on STAR/FAST or Tier 1 Progress Monitoring and/or retained.</p> <p>ELL teachers and paraprofessionals– 2 webinars and one day of Imagine Language and learning training</p>	<p>Participation in training conducted by Imagine Language and Learning through a Professional and Technical Services Contract for:</p> <p>Imagine Language and Learning – ELL</p> <p>Participation in training conducted by Ballard & Tighe through a Professional and Technical Services Contract for:</p> <p>Carousel Set 1 Teacher Edition, Resource Kit, and Digital Access - ELL</p>	<p>Contract</p> <p>Sign in Sheets</p> <p>Exit Tickets/Other Feedback</p> <p>Course Evaluation by Teachers</p>	6/30/2024	No cost

<p>ELL teachers and paraprofessionals – 1 webinar of B & T – Carousel Set 1 Teachers Edition, Resource Kit, and Digital Access</p> <p>ESE teachers – 5 after-school Foundational Skill sessions for ESE intermediate teachers</p> <p>ESE teachers and APs – three days Of One Mind sessions for ESE teachers and APs.</p>	<p>Participation in training conducted by SCS Program Specialists:</p> <p>Foundational Skills for Intermediate ESE teachers – ESE</p> <p>Of One Mind for ESE teachers and APs – ESE</p>			
<p>Parent and Family Engagement Event: Family Game Night – Literacy Fun for the Family</p> <p>These events will be based on family literacy games to boost reading, writing, and language building at home</p> <p>Up to 6 school events based on interest; must be different schools than participated in 22/23</p>	<p>Teacher Pay (Stipends and Benefits) to deliver PFE Training</p> <p>Pay for Classified staff for translation and other support</p> <p>Purchase of take-home literacy kits/activities/games for families (Boggle, Bananagrams, Spot-It, Upwords, Sequence Letters). Items will be purchased based on event RSVPs</p> <p>Purchase of instructional training materials for teacher-led sessions (vellum, take-home bags, writing notebooks, whiteboards, markers, etc. Approx. \$4.50/family).</p>	<p>Purchase Orders</p> <p>Invitations, Flyers, and RSVP</p> <p>Contracts for Teachers to deliver training</p> <p>Contracts for classified staff to support training</p> <p>Sign In Sheets/Logs of family participants</p> <p>Training Resources</p> <p>Participant Survey/Training Evaluation</p> <p>Time Sheets/Work Logs</p>	<p>6/30/2024</p>	<p>\$38.18 instructional per/hour</p> <p>Instructional 15 per event x 3 hours = \$1,718.10 x 6 events = \$10,308.60</p> <p>Classified 2 per event x 2 hours x 6 events = 24 hours = \$723.36</p> <p>Literacy Games - 110 games x Up to 6 events = 600 games x \$20 = \$13,200</p> <p>Materials for parent and family engagement “Make-N-Take” – 100 per event x Up to 6 events = 600</p>

				x \$2.50 = \$1500 TOTAL: \$25,731.96
Partial ELA Elementary Program Specialist Salary (.25)	Oversee the implementation of all deliverables, professional learning, and management of the DIRIP grant	Payroll Record	6/30/2024	\$34,079.38
				\$294,909.24

3. Provide the baseline data against which performance will be measured. Given the expectations for the project, identify the starting point from which progress will be measured, e.g., standardized test scores, needs assessment results, and qualitative data (or in the absence of existing data, provide initial data collection plans).

The baseline data against which the performance of DIRIP will be measured and collected throughout the year are as follows. General data sources will include SY23/24 data for K-5 Students with Disabilities (SWD/ESE) and English Language Learners (ELL): SY23/24 STAR/FAST PM1 scores. Additional baseline data on SY23/24 cohort students will be collected: ongoing informal progress monitoring tools that demonstrate reading growth in foundational skills and oral reading fluency once the student cohort is determined.

Percentage of Students who Scored Below Level on the STAR or FAST Assessments PM1 SY23/24		
	Students with Disabilities/ESE	English Language Learners
Grade 3	89%	89%
Grade 4	83%	88%
Grade 5	81%	86%

Against this baseline, targeted and prioritized ESE and ELL students participating in DIRIP should show improvement after SY23/24; fewer participating students should score at or below level at the beginning of the year (2024-2025).

Target Populations:

SCS, with the support of the DIRIP grant, aims to provide professional learning services to ESE and ELL teachers, liaisons, and paraprofessionals. Some educators have participated for one year, and others will have participated for all three consecutive years. Staff participated, as indicated below, by the end of SY22/23 and are projected to participate in SY23/24. Teachers are all certified ESE teachers and/or ESOL-endorsed. Teachers instructed ESE students in a variety of educational settings, including pull-out and push-in support, inclusion, and self-contained.

Program Year	Teachers
7/1/2021 – 7/30/2022	70 ESE Teachers
7/1/2022 – 7/30/2023	30 Repeating ESE Teachers 24 Newly Joining ESE Teachers 10 ELL Teachers

	6 ESOL Liaisons 25 ESE and 23 ELL Paraprofessionals
7/1/2023 – 7/1/2024	~50 ESOL Liaisons, Teachers, and Paraprofessionals ~75 ESE Teachers ~25 ESE Assistant Principals

Over the course of the first two implementation years, 202 ESE students were scheduled with teachers. Most of the students served were coded as having a Specific Learning Disability. The table below provides a breakdown of student groups served.

ESE Code	Description*	Count
F	Speech Impaired	8
G	Language Impaired	42
J	Emotional/Behavioral Disability	1
K	Specific Learning Disability	108
P	Autism Spectrum Disorder	12
T	Developmentally Delayed	3
V	Other Health Impaired	25
W	Intellectual Disability	3
Total	All	202

The SCS Curriculum Department created and administered a survey to staff trained with grant dollars for the SY22/23. Staff rated various aspects of the program and communicated their perceptions and understanding of research-based instructional reading strategies and materials. The results are reported below for ESE and ELL teachers/staff separately:

ESE DIRIP Survey Data SY22/23 Average rating based on a 5-point scale (1 – not at all, 5 – very much) 41 Responses	
Rate how OVERALL useful you feel our ESE DIRIP sessions have been to the work you do.	4.85
Rate how useful the session on Observing and Responding to Reading Behaviors is to the work you do.	4.74
Rate how helpful the session on the Benchmark Assessment System is to the work you do.	4.76
Rate how useful the session on Leveled Literacy Intervention is to the work you do.	4.85
Rate how useful the session on Advance ALL (Benchmark Advance aligned supplemental materials) is to the work you do.	4.70
Rate how useful the session on Extending Oral Language is to the work you do.	4.68
Rate how useful the Interactive Read Aloud session is to your work.	4.66
How has your new learning impacted your students? <ul style="list-style-type: none"> • “My students are more interested in reading!” 	

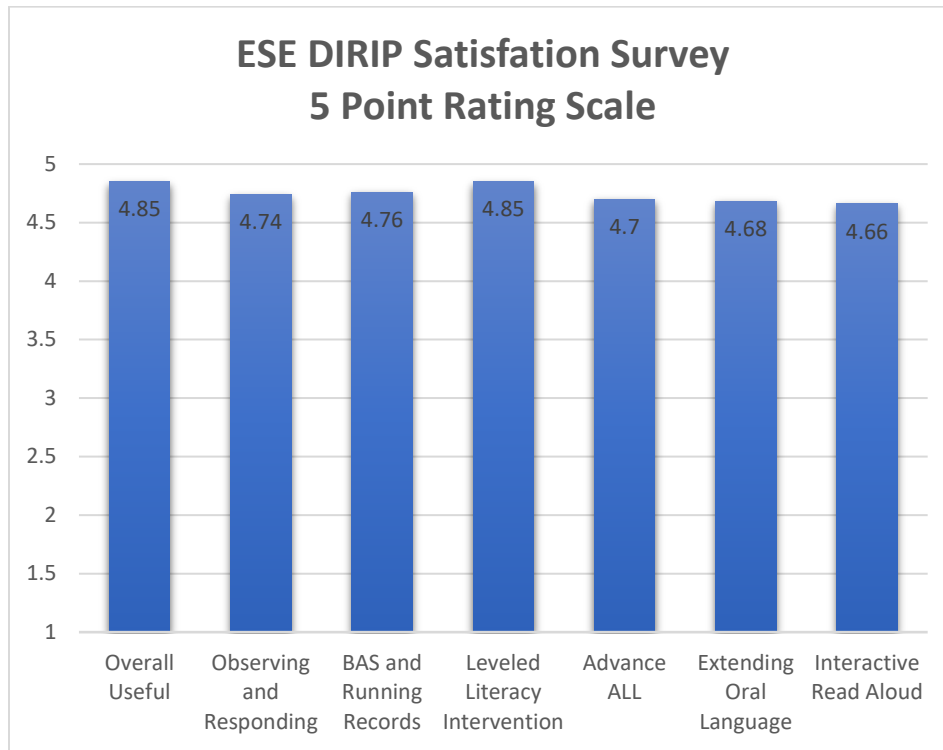
- “I am seeing growth with my students. Their general education teachers tell me my students are more confident reading now. The students love the books.”
- “My students love to come to the group with me. They always ask, "What are we reading today?" They can't wait for their next book. They are starting to enjoy reading and are building confidence in their reading because everything is accessible.”
- “Having a clearer understanding of how children learn to read has helped me know where to direct my specially designed instruction to get a greater shift in learning for my ESE students.”
- “The data shows that my students are growing! My struggling readers love the engaging books. The lessons help struggling readers gain confidence with daily practice at their instructional level.”

How has participating in the DIRIP grant changed your teaching or approach to working with students?

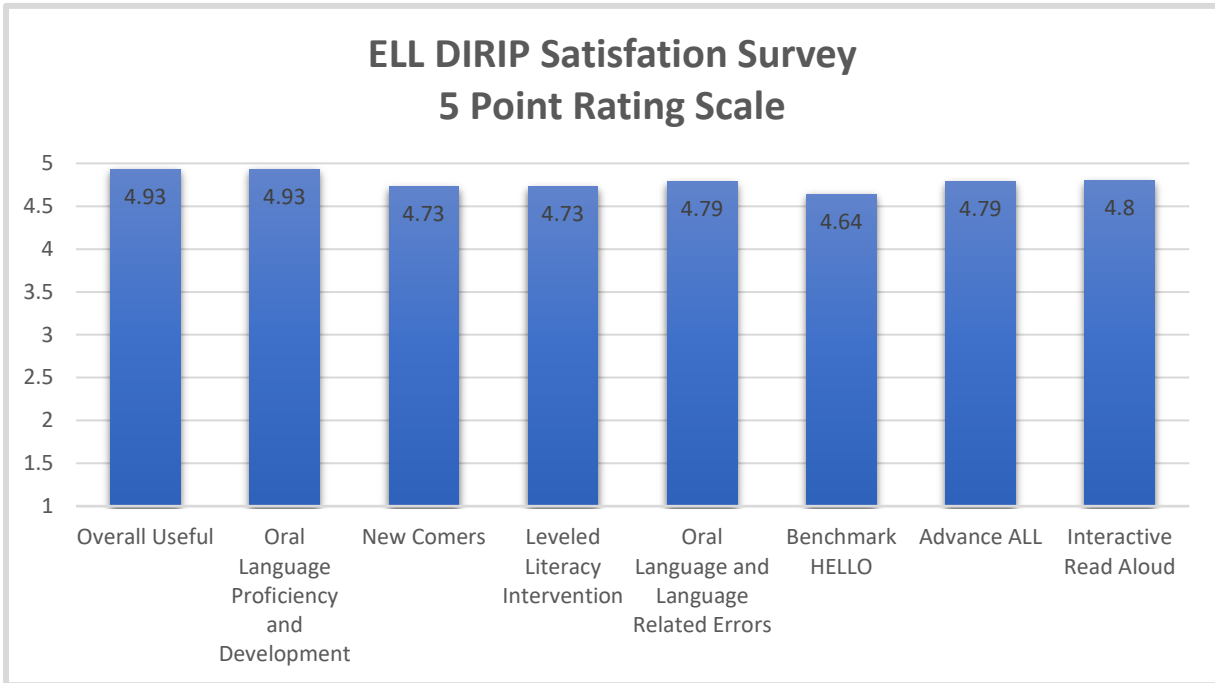
- “It has sharpened my skills and made me more observant of how to make what is provided work for my ESE kids!”
- “This program has given me the materials necessary to make my ESE students better readers and my non-readers, the materials to prepare them to learn how to read.”
- “It has made my reading small group time more intentional.”
- “It has made me a better reading teacher and helped me further to analyze the strengths and weaknesses of my struggling readers.”
- “I wasn't sure the program would work with my neediest students, and I felt it was just another burden on them in addition to their current curriculum demands.....I was wrong; it catapulted some of them into very successful readers and gave them confidence by meeting them at their level and raising them up.”

If offered, would you want to participate in Professional Learning specifically designed for ESE teachers?

93% yes
7%
maybe



ELL DIRIP Survey Data SY22/23 Average rating based on a 5-point scale (1 – not at all, 5 – very much) 15 Responses	
Rate how OVERALL useful you feel our Bridging Language Acquisition and Literacy (DIRIP) sessions have been to the work you do.	4.93
Rate how useful the session on Oral Language Proficiency and Development is to the work you do.	4.93
Rate how useful the session on non-English speakers is to the work you do.	4.73
Rate how useful the session on Leveled Literacy Intervention is to the work you do.	4.73
Rate how useful the session on Oral Language and Language-Related Errors is to the work you do.	4.79
Rate how useful the session on Benchmark Hello (Benchmark Advance aligned supplemental material) is to the work you do.	4.64
Rate how useful the session on Advance ALL (Benchmark Advance aligned supplemental materials) is to the work you do.	4.79
Rate how useful the Interactive Read Aloud session is to your work.	4.80
If given the opportunity to participate in Professional Learning focused on language learning again next year, would you be interested?	87% yes 13% maybe
Comments about the professional learning:	
<ul style="list-style-type: none"> • “The lessons have helped me better respond to my students by helping them with their oral language. I love all the ideas at each session.” • “Excellent professional development. It was visual and hands-on learning. I will be implementing immediately in my classroom instruction.” 	



Teacher Capacity Building and Expertise Summary:

- ESE and ELL Teachers reported high satisfaction ratings with all components of the training.
- ESE and ELL Teachers are learning to observe closely for responsive teaching and individualized instructional decision-making. They share with colleagues and take on leadership roles at the school site.
- ESE and ELL Teachers feel valued and empowered with new learning. They are balancing a sense of urgency with accountability to grade-level standards.
- ESE and ELL Paraprofessionals are equipped with literacy knowledge and supplemental materials to support students and have dynamic conversations with their instructional staff about student needs.

Against this baseline data, targeted and prioritized ESE and ELL teachers participating in DIRIP should show improved instructional knowledge and literacy expertise after SY23/24; that is, the majority of the participating (cohort) teachers should report expanded literacy knowledge in the sciences of reading, foundational skills instruction, teacher-led small group instruction, best practices in inclusion education, and scaffolding content learning for language learners in SY23/24.

Students Data SY22/23:

Due to different standardized assessments across grades, student growth data was captured with two different assessments.

FAST Progress Monitoring:

- Grades K-2 STAR Early Literacy (EL) and English Language Arts (ELA) Assessments are given to assess emergent reading, pre-reading, and reading skills, dependent on the student’s grade and level.
- Grades 3-5 Florida’s statewide, standardized assessments in Reading, Writing, and Mathematics are aligned with the Benchmarks for Excellent Student Thinking (B.E.S.T.). The Florida Assessment of Student Thinking (FAST), which includes VPK through grade 10 Reading and VPK through grade 8

Mathematics assessments, is administered as a progress monitoring assessment, which students will participate in three times yearly.

Student growth data aligned to each participating ESE teacher for SY22/23 was collected at Progress Monitoring 1 and Progress Monitoring 2 within each grade level to determine average scale score change. Student data from teachers who participated in the program for one or two years were compared.

Comparison of Teachers/Staff Trained after 1 or 2 years					
		2yr Teachers		1yr Teachers	
Assessment	Grade	Scale Score Avg. Change	DIRIP 2yr N Count	Scale Score Avg. Change	DIRIP 1yr N Count
STAR EL	1	70	12	37.77	22
STAR ELA	2	43.07	29	65.26	19
FAST ELA	3	7	35	0.69	13
	4	0.77	26	-3.66	29
	5	2	12	10.5	6

- Students in grades one, three, and four assigned to teachers who participated in the program for two years average scale score growth exceeded those of students assigned to teachers in their first year of professional learning.

Against this baseline, targeted and prioritized ESE and ELL students participating in DIRIP should show improvement after SY22/23; that is, the majority of the participating (cohort) students should make significant progress on progress monitoring tools and text-level growth during SY23/24 due to intensified support and investment of teacher expertise with special population teachers.

4. Describe how the project will be evaluated qualitatively and quantitatively.

- Teachers involved in training provided by professional and technical services (WIDA, Imagine Language and Learning, Really Great Reading) will be surveyed on the effectiveness of the instruction provided.
- Teachers working with the ELA Program Specialist will be surveyed on the ELA Program Specialist’s effectiveness, with particular attention to additional services SCS could provide to support teachers.
- Assessment data will be collected on targeted and prioritized students participating in additional reading interventions: SY23/24 FAST, ongoing informal progress monitoring tools that demonstrate reading growth in foundational skills, and oral reading fluency.
- Participating parents/guardians in Family Literacy Game Nights will be surveyed on the effectiveness of the family engagement activity.

5. Assurance 1, Target Population: Describe how the LEA will prioritize kindergarten through fifth-grade students enrolled in a public school who either scored below a Level 3 on the English Language Arts (ELA)


assessment in the prior year or who the district has determined through progress monitoring to be below grade level.

As part of the project, Sarasota County Schools prioritized the teachers of the targeted population to include English Language Learners and Students with Disabilities/ESE.

- 6. Assurance 2, Qualified Personnel:** Describe how the LEA will ensure that personnel are certified or endorsed in reading and have demonstrated effectiveness in teaching reading (i.e., local reading coordinators, reading coaches, specialists, interventionists, or other instructional staff providing additional reading support).

Sarasota County Schools is committed to highly qualified instructional staff with specialized training to meet the needs of all learners, including students identified as ESE and/or English Language Learners. Student progress data can be used to show teacher effectiveness.

- 7. Assurance 3, Designated Instructional Time:** Describe how the LEA will provide additional reading opportunities during the school day or beyond the regular school day, i.e., before school, after school, weekend, and/or summer. One hundred twenty hours per student is encouraged.

 applicable as part of the SY23/24 Project Design.

- 8. Assurance 4, Evidence-Based Program(s)/Practice(s):** Describe how the LEA will use evidence-based program(s)/practice(s) pursuant to s. 1011.62(9) F.S. in order to implement explicit and systematic instructional strategies.

All the instructional materials used in DIRIP are programs supported by evidence-based standards and high-impact instructional strategies. These are the Florida Department of Education expectations and meet the requirements of targeted tier two and three reading interventions. New to the bank of evidence-based instructional materials and practices supported with the DIRIP grant in SY23/24 are UFLI Foundations, Flyleaf Publishing, Carousel by Ballard & Tighe, and Content-based language learning.

UFLI Foundations is designed to align with current reading science and has shown to be effective in word reading development through explicit and systematic teaching of reading and spelling words. UFLI has been field tested and found that students who received instruction using UFLI Foundations made significant gains in phonemic awareness, decoding, and oral reading fluency.

UFLI Foundations does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#), Recommendations: 2. Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; 3. Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by providing explicit, systematic instruction that teaches students the foundational skills necessary for proficient reading in the area of decoding. The district will support and monitor implementation of this program by completing walkthrough observations and monitoring student data, including initial and ongoing opportunities for professional learning.

Flyleaf Publishing are authentic decodable sets of text that enable students to apply phonics skills while enjoying meaningful reading experiences successfully. These authentic, engaging, decodable readers help students and teachers bridge the gap between phonetic decoding and fluent independent reading. Flyleaf Publishing's titles are supplemented by comprehensive instructional materials that are explicit and systematic.

Flyleaf comprehensive resources do not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program; [Providing Reading Interventions for Students in Grades 4-9](#), Recommendations: 1. Build students' decoding skills so they can read complex multisyllabic words, Strong Evidence; 2. Provide purposeful fluency-building activities to help students read effortlessly, Strong Evidence; 3. Routinely use a set of comprehension-building practices to help students make sense of the text (word knowledge, ask and answer questions, monitor comprehension), Strong Evidence. These recommendations were built into the program by providing explicit and systematic instruction in foundational skills, close reading, and comprehension over the course of multiple reads of a text. The district will support and monitor implementation of this program by completing walkthrough observations and monitoring student data, including initial and ongoing opportunities for professional learning.

Additionally, Flyleaf comprehensive resources are supported by the following IES Practice Guide Recommendations; [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#), Recommendations: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary, Minimal Evidence; 2. Develop awareness of the segments of sounds in speech and how they link to letters, Strong Evidence; 3. Teach students to decode words, analyze word parts, and write and recognize words, Strong Evidence; and 4. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, Moderate Evidence. These recommendations were built into the program by providing explicit and systematic instruction in foundational skills, close reading, and comprehension over the course of multiple reads of a text. The district will support and monitor implementation of this program by completing walkthrough observations and monitoring student data, including initial and ongoing opportunities for professional learning.

Carousel of Ideas, published by Ballard & Tighe, is a comprehensive, research-based language development program for K-5 English Language Learners at the beginning through advanced levels of language proficiency. This explicit English Language Development (ELD) instruction is supported by research as being an important component of literacy instruction for multi-lingual students. The educational research and effective practices, including such pedagogical underpinnings, are active learning and prior knowledge, authentic and meaningful communication, cooperative learning groups, family involvement, learning modalities, a positive learning environment, and text comprehension.

Carousel of Ideas does not meet strong, moderate, or promising levels of evidence; however, the following IES Practice Guide Recommendations support the program: [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#), Recommendations: 1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities, Strong Evidence; 2. Integrate oral and written English language instruction into content-area teaching, Strong Evidence; 4. Provide small group instructional intervention to students struggling in areas of literacy and English language development, Moderate Evidence. These recommendations were built into the program through systematic vocabulary, grammar, and oral language instruction. It explicitly teaches and builds grammatical fluency and accuracy while providing daily oral practice ranging from social to complex academic topics and language. The district will

support and monitor implementation of this program by completing walkthrough observations and monitoring student data, including initial and ongoing opportunities for professional learning.

Content-Based Language Learning emphasizes targeted and intentional methods used to meet the affective, linguistic, and cognitive needs of emerging multilingual students through the medium of academic content. It encompasses an asset-based approach, holds high expectations at grade level in each content area, and is part of Tier 1 instruction, thus providing equitable access to general content instruction.

Participating teachers will continue to have access to and support in previously trained instructional materials, such as *Leveled Literacy Intervention System (LLI)*, developed by Irene Fountas and Gay Su Pinnell and published by Heinemann and *Benchmark Hello*, published by Benchmark Universe that were funded by the DIRIP grant in the past two years.

LLI provides daily, intensive, small-group instruction for students who struggle with reading and writing. *LLI* has a proven track record in helping students increase reading volume and engagement to deepen and expand their comprehension with close reading. The instructional component of *LLI* elevates the expertise of teachers working with small groups of struggling readers to maximize growth. *LLI* includes a process for monitoring student progress through a series of planned lessons. The program provides a systematic assessment to determine each student's instructional reading level. Teachers implement daily 30-minute lessons that incorporate a variety of research-based instructional approaches with small groups of three children who are reading at approximately the same level. *LLI* (both the instructional program and materials) shows strong research evidence of effectiveness on reading achievement ("Leveled Literacy Intervention." WWC Intervention Report, September 2017). NOTE: Though *LLI* was funded by the project two years ago, it is not part of the funding for SY23/24. With further understanding of the sciences of reading, comprehensive ELA instruction, the three-cueing systems, and current FL legislation, it is imperative that the ELA Program Specialist supports teachers in understanding how to bridge the understanding and use of these curriculum resources and others focus more on word recognition and spelling. SCS feels strongly that all teachers, including ESE and ELL, should be able to look closely at student data, observe, and make responsive instructional decisions that will meet their individual needs. Student data may reveal a need to work explicitly and systematically on foundational skills of phonemic awareness and phonics, in which case an alternative instructional resource may be necessary. Regardless of student deficiencies, in order to grow in all domains of reading instruction, a comprehensive approach must be maintained, and work in both word recognition and language comprehension must be continued for student growth and proficiency in skilled reading.

The What Works Clearinghouse Educator's Practice Guide for *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Reading* identifies four recommendations with moderate to strong levels of evidence for evidenced-based instructional strategies:

- Teach students academic language skills, including the use of inferential and narrative language and vocabulary knowledge.
- Develop awareness of the segments of sounds in speech and how they link to letters.
- Teach students to decode words, analyze word parts, and write and recognize words.
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

The following IES Practice Guide Recommendations support the program - *Benchmark Hello*:

- Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, recommendation

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- Develop awareness of the segments of sounds in speech and how they link to letters - strong evidence
- Teach students to decode words, analyze word parts, and write and recognize words - strong evidence
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension - moderate evidence
- Teach students academic language skills, including the use of inferential and narrative language and vocabulary knowledge

These recommendations for the short-term course and/or intervention were built into the program. This program was created and designed to help students with no to limited English get started in the school environment as an on-ramp to further learning. This short-term intervention aims to provide students with enough progress in the four language domains (Listening, Speaking, Reading, and Writing) to move through the levels of language proficiency and successfully transition into an instructional setting with confidence. It uses a culturally sustaining pedagogy that supports asset-based learning and provides linguistic and cultural adjustment support. Diversity and culture are embraced and celebrated. Benchmark Hello! uses an **explicit and systematic approach to language structures and vocabulary development**. The importance of student engagement and the use of feedback in the different types of instruction used in schools is critical to student success.

Training and Curriculum Needs for Teachers

Evidence from research on effective professional learning (PL) identifies several necessary features. The SCS DIRIP is designed to customize and provide professional learning experiences that most benefit the teachers involved in the program.

Research suggests that PL is more successful when teachers have frequent opportunities to practice what they have learned and receive explicit feedback on it based on multiple sources of data (e.g., observations and samples of student work). The SCS ELA Program Specialist will provide active learning opportunities for teachers to observe, receive feedback, and analyze student work (as opposed to traditional PL, which involves passively listening to presentations). When functioning as a coach, the ELA PS will be able to provide real-time feedback during the implementation of a lesson to ensure that students are accurately and deeply acquiring subject matter knowledge. The ELA PS will allow dynamic give and take, trial and error forms of learning with continuous cycles of reflection and action to foster teacher growth.

Additionally, the ELA PS will ensure coherence and fidelity to the program through regular interactions with teachers to verify that content and activities are consistent with the school curriculum and district goals, the needs of students, and school, district, and state policies. Research shows that PL activities that are ongoing throughout the school year and include 20 hours or more of contact time bring much more benefit to all involved than one-and-done events. To that end, the ELA PS will facilitate this beneficial sustained duration. Finally, the ELA PS will support collective participation. When groups of teachers participate in collaborative activities, they build a learning culture founded on community.

9. Assurance 5, Parent Communication Plan: Describe how the LEA will develop and implement a communications plan to provide relevant information and ongoing communication with families about the intensive reading pilot and provide resources to help reinforce students' reading skills at home.

The involvement of parents in their children's literacy development is one of the most effective supports for children's academic success. The DIRIP will provide families with an overview of the program by providing access to all instructional materials.

Flyleaf Publishing, Benchmark Hello!, and Carousel of IDEAS include robust resources to create a bridge for communication and engagement with families. Acknowledging a newcomer's cognitive potential, primary language, and cultural background as assets helps to build and develop the learner. These family engagement resources include home-connection activities that are culturally and linguistically sustaining and promote meaningful interactions with family members. Weekly letters explain the topic and language of the week and build a connection between family and school. At-home activities and online reading are available for all Flyleaf materials.

A multi-faceted approach to outreach is critical to helping parents help their children develop stronger literacy. Therefore, the DIRIP can employ the following strategies for communicating with parents:

- Initial outreach to identify students' parents/guardians via posted letter, email, and via phone (all in home language, as necessary)
- Regular updates on students' progress to parents/guardians via letter, email, and materials sent home with students (all in the home language, as necessary)
- Scheduled face-to-face or virtual (depending on circumstances) meetings with parents/guardians at the beginning, middle, and end of the program (translators available, as necessary)
- Sharing progress monitoring data in parent-friendly language

Due to the imperative nature of family involvement with special population students, family engagement coordinators (ELA PS) will support the DIRIP by organizing literacy game nights at multiple school sites. This ensures participating families will receive engaging literacy activities, games, and print-rich materials to practice and apply strategies with their children at home.

10. Assurance 6, Annual Reporting: Describe how the LEA will annually report to the Department no later than June 30, 2024, on the following:

- Program expenditures by category
- Numbers of students served by the pilot program by grade level
- Student outcomes as evidenced by SY23/24 ELA FAST progress monitoring results
- Best practices and lessons learned during implementation that may benefit the pilot's expansion to the statewide level

The SCS DIRIP Team will collect data throughout the year of the grant funding:

- A dedicated bookkeeper, in conjunction with a district Financial Service Specialist, will track all program expenditures by category, which will be provided to FDOE in a clearly articulated spreadsheet produced from the district's ESD Business System.
- The Office of Accountability and Choice will maintain a database that monitors the students served at each school site, their grade level, the activities of intervention and acceleration in which they are engaged, and their progress monitoring outcomes on SY23/24 FAST in ELA
- At the end of the program year, a meeting of all SCS stakeholders will be facilitated to discuss and record lessons learned during the implementation of the program, identify best practices to be utilized in future iterations of the program, and articulate a process for expanding the pilot to statewide implementation
- The ELA PS will be responsible for monitoring, collecting, and submitting requested information annually to the Florida Department of Education no later than June 30, 2024.

Return on Investment (State funded projects only)

The recipient is required to provide a quarterly return on investment program activities report to the Department. Return on investment reports should describe programmatic results that are consistent with the expected outcomes, tasks, objectives, and deliverables detailed in the executed grant agreement. Beginning at the end of the first full quarter following the execution of the grant agreement, the recipient shall provide these quarterly reports to the Department within 30 days after the end of each quarter and thereafter until notified that no further reports are necessary. This report shall document the positive return on investment to the state resulting from the funds provided under the agreement. These reports will be summarized and submitted to the Office of Policy and Budget and requested so Legislative staff can review the project results throughout the year and develop a basis for budget review if subsequent funding is requested for future years.

Reports should summarize the results achieved by the project for the preceding quarter and be cumulative for succeeding quarters. Although there may be some similarity between activity reports and deliverables submitted to the Department as specified in the grant agreement for payment purposes, please note that this return on investment report is separate and apart from those requirements.

All reports shall be submitted to the designated project manager for the Department. All questions should be directed to the project manager.

The ELA PS will gather information from applicable stakeholders, prepare, and submit quarterly Return on Investment (ROI) program activities reports to the FDOE, articulating the alignment of programmatic results of DIRIP with the expected outcomes, tasks, objectives, and deliverables detailed in the executed grant agreement. This ROI will facilitate review by legislative staff so that project results can serve as a basis for the determination of subsequent funding. Each ROI will summarize project achievements for the preceding quarter and will be cumulative for succeeding quarters.

Support for Strategic Plan

Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan, outlined at: <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml>.

The District Intensive Reading Initiative Pilot project supports higher student achievement through grant-funded activities and programs.

Conditions for Acceptance

The requirements listed below should be met for applications to be considered for review:

- 1) Application is received in the Office of Grants Management within the timeframe specified by the RFA
- 2) Application includes required forms: DOE 100A Project Application Form; Programmatic, Fiscal, and Reporting Assurances; Project Narrative; Project Performance Accountability Form; and DOE 101S Budget Narrative Form
- 3) All required forms must have the assigned TAPS Number included on the form
- 4) All required forms have signatures by an authorized entity. The department will accept electronic signatures from the agency head in accordance with section 668.50(2)(h), Florida Statutes.

- **NOTE: Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head or documentation citing the action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.**
 - An “electronic signature” means an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by the person with the intent to sign the record.
 - The department will accept as an electronic signature a scanned or PDF copy of a hardcopy signature.
 - The department will also accept a typed signature if the document is uploaded by the individual signing the document.
- 5) Application must be submitted electronically to the Office of Grants Management via ShareFile.