

## Bay 2019-20 K-12 Comprehensive Research-Based Reading Plan

### Contact Information

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

**District Contact:** Linda Pitts

**Contact Email:** [pittslg@bay.k12.fl.us](mailto:pittslg@bay.k12.fl.us)

**Contact Telephone:** 850-767-4334

### District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	51	53	53	55	54	56	57

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	49	51	53	53	52	55	56

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20
District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						22	19
White/African American	29	28	31	25	31		
White/Hispanic	12	8	14	7	14	10	8
Economically Disadvantaged/Non-Economically Disadvantaged	28	11	25	10	24	23	18
Students with Disabilities/Students without Disabilities	37	29	36	26	38	30	24
English Language Learners/ Non-English Language Learners	34	27	32	25	36	28	22

\* 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.**

To impact student achievement in relation to district goals, expenditures from the allocation will be used to: provide literacy coaches to support schools; provide professional development and materials for administrators, teachers and literacy coaches; provide research-based curriculum materials and resources for teachers.

**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?**

Director of Elementary Education; Director of Secondary Education; Director of ESE; Instructional Specialists for ELA/Literacy, ASPIRE, ELL, ESE, and MTSS.

**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.**

K-12th grade data: NWEA/MAP, MTSS, Achieve 3000, PLC minutes, Early Warning Systems

3rd-12th grade data: FSA

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

Student progress monitoring data (NWEA/MAP) will be collected and reviewed by the district at least three times per year: fall, winter, and spring. Additional data will be collected monthly (MTSS data, Achieve 3000, PLC minutes); quarterly (Early Warning Systems Data); annually (FSA)

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

Director of Elementary Education; Director of Secondary Education; Director of ESE; Instructional Specialists for ELA/Literacy, ASPIRE, ELL, ESE, and MTSS.

**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?**

Director of Elementary Education; Director of Secondary Education; Director of ESE; Instructional Specialists for ELA/Literacy, ASPIRE, ELL, ESE, and MTSS.

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

To demonstrate that classroom instruction is aligned to grade-level Florida standards, the district will collect evidence to include but not be limited to: NWEA MAP data; FSA data; MTSS data; Early Warning Systems data; program implementation data; minutes from Professional Learning Communities; comprehensive school review and/or fidelity check data; school-based assessments/grades; classroom walk through data.

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

This evidence will be collected monthly and quarterly at the district level.

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

See Appendix A.

### **Research-Based Reading Instruction Allocation**

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

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

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

## **Professional Development**

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

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

District Director of Professional Development; Instructional Specialist for ELA/Literacy

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

\$275,864.00

- 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..**

**Please list the course numbers from your district Professional Learning Catalog which cover this training.**

<b>Course #</b>	<b>Course Title</b>
27610	Achieve 3000: 6-10th Intensive Reading Teachers and Literacy Coaches
27697	ELA Text Sets for Success: K-8th ELA Liaisons and Literacy Coaches
27698	ELA Text Sets for Success: K-12th ELA Teachers and Literacy Coaches
27712	ELA Liaisons: K-12th ELA/Reading Lead Teachers, Literacy Coaches, and Administrators
27713	Reading Framework: K-12th Reading/ELA Teachers, Administrators and Literacy Coaches

## **Reading/Literacy Coaches**

The *Just Read, Florida!* office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

**1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

Literacy coaches must have a minimum of five years' experience as successful classroom teachers. Coaches must exhibit knowledge of scientifically based reading research, special expertise in quality reading instruction and infusing reading strategies into content area instruction, and data management skills. They must have a strong knowledge base in working with adult learners. Coaches must be excellent communicators with outstanding presentation, interpersonal, and time management skills. The coach must have a minimum of a bachelor's degree and advanced coursework or professional development in reading is required. The literacy coach must be endorsed or K12 certified in the area of reading, or working toward that status by completing a minimum of two (2) reading endorsement competencies of sixty (60) inservice hours each or six (6) semester hours of college coursework in reading per year.

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

<b>Elementary</b>	<b>Middle</b>	<b>High</b>
Callaway	Surfside	A.C. Mosley
Cedar Grove		Bay
Deer Point		J.R. Arnold
Hiland Park		
Hutchison Beach		
Lucille Moore		
M. Cherry Street		
Lynn Haven		
Northside		
Parker		
Patronis		
Southport		
St. Andrew		
Tommy Smith		
Tyndall		
Waller		
West Bay		

- 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. Schools identified with the most need (based on student achievement data) will receive priority scheduling and more support than schools with less need (based on student achievement data). As available and appropriate, literacy coaches will provide training and coaching to schools identified with less need (based on student achievement data).

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

- a. Elementary:2
- b. Middle:2
- c. High:1

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

All literacy coaches must complete a weekly log and submit their log to the district Instructional Specialist for ELA/Literacy who directly supervises the literacy coaches. Coaches record their time in a variety of areas to measure the amount of time directly working with teachers on high impact coaching areas. Additionally, classroom walk through data, student performance data (classroom-based, NWEA/MAP), teachers' lesson plans, and observations will be monitored to ensure that coach-provided professional development is being implemented. Tools used for determining the effectiveness of coach-provided professional development include (but are not limited to) the following: coaching logs, ongoing benchmark (MAP) data, FSA data, comprehensive school review data, program implementation data.

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

Apx. \$400,000.00

**Supports for Identification and Intervention of Students with Reading Deficiencies**

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?

None

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

N/A

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

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

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

N/A

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

SRA Reading Mastery Signature and/or Corrective Reading materials

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

\$45,000.00

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 Instruction Allocation, please list the funding source.

District budget for Student Services/MTSS

### **Summer Reading Camps**

Please complete the following questions regarding SRC:

- 1. SRC Supervisor Name:Linda Pitts
- 2. Email Address:[pittslg@bay.k12.fl.us](mailto:pittslg@bay.k12.fl.us)
- 3. Phone Number:850-767-4334

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

Patronis ES, Parker ES, Hiland Park ES, Waller ES, and St. Andrew ES

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

- a. **Start Date:**06/17/19
- b. **Which days of the week is SRC offered:**Monday - Thursday
- c. **Number of instructional hours per day in reading:**4.5
- d. **End Date:**07/18/19
- e. **Total number of instructional hours of reading:**72

**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 with an instructional para shared between 2 teachers

**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?**

NWEA/MAP 2018 Spring assessment is the pretest, and NWEA/MAP 2018 Fall assessment is the post-test. NWEA/MAP scores from students who attended SRC will be compared with NWEA/MAP scores for students who did not attend SRC to determine the impact of SRC on students who did attend SRC.

**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	180,153
District expenditures on reading coaches	400,000.00
District expenditures on intervention teachers	0.00
District expenditures on supplemental materials or interventions	45,000.00
District expenditures on professional development	275,864.00
District expenditures on summer reading camps	100,000.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	200,000.00
Flexible Categorical Spending	0.00
Sum of Expenditures	1,201,017.00
Amount of district research-based reading instruction allocation for 2019-2020	1,201,017.00

## APPENDIX A

### Bay District Schools, Panama City Florida Comprehensive Reading Plan 2019-2020 Attachment: District-Level Leadership

Provide documentation that 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 2019-2020 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 as well.

#### District Contacts:

Comprehensive Reading Plan (CRP)  
Exceptional Student Education (ESE)  
ELL  
MIS  
Principal, Jinks Middle School  
Teacher, Deer Point Elementary

Linda Pitts ([pittslg@bay.k12.fl.us](mailto:pittslg@bay.k12.fl.us))  
Kim Edwards ([edwarkf@bay.k12.fl.us](mailto:edwarkf@bay.k12.fl.us))  
Sally Gentili ([gentisr@bay.k12.fl.us](mailto:gentisr@bay.k12.fl.us))  
Margaret Gamble ([gamblmw@bay.k12.fl.us](mailto:gamblmw@bay.k12.fl.us))  
Blythe Carpenter ([carpeba@bay.k12.fl.us](mailto:carpeba@bay.k12.fl.us))  
Crystal Hudson ([hudsocj@bay.k12.fl.us](mailto:hudsocj@bay.k12.fl.us))

#### Meetings:

CRP, ESE, and ELL district contacts meet monthly (on average) to share and receive updates with district administrators. Additionally, CRP, ESE, and ELL district contacts collaborate and correspond as necessary to ensure and discuss alignment of the CRP, SP&P, and ELL plans.

## APPENDIX A

### **Identification of Students with Reading Deficiencies and Intervention Supports**

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

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

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and

An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Bay District 2019-2020: Chart DT1 – K-5 Assessment/Curriculum Decision Tree

<p><b>K-1<sup>st</sup>: Administer NWEA MPG AP1, AP2, &amp; AP3</b>                  Foundational Skills, Language and Writing, Literature and Informational, Vocabulary Use and Functions (FLKRS will be administered to Kindergarten students only during the first 30 days of the academic year.)</p> <p><b>2<sup>nd</sup>-5<sup>th</sup>: Administer NWEA MAP AP1, AP2, &amp; AP3</b>                  Foundational Skills, Language and Writing, Literature and Informational, Vocabulary Use and Functions</p> <p><b>3<sup>rd</sup>-5<sup>th</sup>: FSA ELA</b></p>		<p><b>Dates:</b>                  AP1 – August-October 2019                  AP2 – January –February 2020                  AP3 – May 2020</p>
<p><b>Intensive Intervention – Tier 3</b>                  If: MPG (K-1) or MAP (2-5): Overall performance &lt;21 percentile; or FLKRS Scale Score &lt;438; and FSA ELA Level 1:</p>	<p><b>Targeted Intervention – Tier 2</b>                  If: MPG (K-1) or MAP (2-5): Overall performance = 21-40 percentile; or FLKRS Scale Score =438-496; and FSA ELA Level 1 or 2:</p>	<p><b>If: MPG (K-1) or MAP (2-5): Overall performance ≥41 percentile; or FLKRS Scale Score = 497-529; and FSA ELA Level 3 and above:</b></p>
<ul style="list-style-type: none"> <li>Students that fall into this category have a substantial reading deficiency and require Intensive Intervention (Tier 3). (*See additional information regarding “substantial reading deficiency.”)</li> <li>Activate the Rtl component in FOCUS for a student who receives Tier 3 interventions.</li> <li>Notify parent that student receives Tier 3 interventions.</li> </ul> <p><b>Then:</b></p> <ul style="list-style-type: none"> <li>Compare to other assessment data (e.g. DRA or unit test)</li> <li>Disaggregate data and teach benchmarks in small groups for intensive intervention instruction with additional time, smaller group size, and more targeted explicit instruction.</li> <li>See “Elementary School Reading Intervention Menu” (pages 3-5) for specific intensive intervention options and additional guidance.</li> <li>Implement multisensory instructional strategies to enhance learning (**See note below.)</li> <li>Daily small group or individualized differentiated intensive intervention in addition to or an extension of the 90-minute reading block targeted to meet student’s instructional needs</li> </ul>	<ul style="list-style-type: none"> <li>Students that fall into this category require targeted intervention (Tier 2).</li> <li>Activate the Rtl component in FOCUS for a student who receives Tier 2 interventions.</li> <li>Notify parent that student receives Tier 2 interventions.</li> </ul> <p><b>Then:</b></p> <ul style="list-style-type: none"> <li>Compare to other assessment data (e.g. DRA or unit test)</li> <li>Disaggregate benchmark data and explicitly teach benchmarks during small group guided reading instruction.</li> <li>See “Elementary School Reading Intervention Menu” (pages 3-5) for specific intervention options and additional guidance.</li> <li>Implement multisensory instructional strategies to enhance learning (**See note below.)</li> <li>Small group differentiated instruction that focuses on before, during, and after reading strategies.</li> <li>Daily small group differentiated targeted intervention to meet student’s instructional needs (Students may need intervention in addition to or an extension of the 90-minute reading block.)</li> </ul>	<p><b>Then:</b></p> <ul style="list-style-type: none"> <li>K-5: Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics and fluency at the word/and or connected text level.</li> <li>K-5: Provide appropriate level of instruction in high level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</li> <li>K-5: Analyze other formative assessments to ensure continued mastery of skills.</li> <li>3-5: Monitor comprehension of FSA tested skills with grade level unit tests.</li> <li>Implement multisensory instructional strategies to enhance learning (**See note below.)</li> <li>Provide differentiated small group instruction using appropriate text.</li> <li>Provide opportunities for content reading and writing in research stations.</li> </ul>
<p><b>State Statute Requirement 1008.25</b></p>		

3<sup>rd</sup> grade students who scored a Level 1 on ELA FSA in 3<sup>rd</sup> grade and were retained in 3<sup>rd</sup> grade

AND

3<sup>rd</sup> grade students who scored a Level 1 on ELA FSA in 3<sup>rd</sup> grade but were “good cause promoted” to 4<sup>th</sup> grade

For students who meet the above criteria, MTSS teams must identify and monitor students’ performance as receiving intensive interventions (Tier 3). Additionally, MTSS teams must specifically and clearly identify the multisensory instructional strategies utilized with students (see page 6 for multisensory instructional strategies).

**\*Note as referenced in Column 1 above regarding students with substantial reading deficiency (Tier 3): Students who fall into this category are considered to have a substantial reading deficiency and must be monitored closely and regularly for academic progress. Additionally, student’s parent, as required in Section 1008.25, F.S., will be notified. Parental notification must include a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students identified with a substantial reading deficiency.**

**\*\*Note as referenced in Columns 1, 2, and 3 above regarding multisensory instructional strategies: Research and best practices incorporate multisensory instructional strategies which include auditory, visual-spatial, tactile, and kinesthetic strategies. As required in Section 1008.25, F.S., students identified with a substantial reading deficiency (Tier 3) (See \*Note above and note in Column 1 above) must receive intensive, explicit, systematic, and multisensory reading interventions that incorporate auditory, visual-spatial, tactile, and kinesthetic strategies. Additional information about multisensory instruction can be found on page 6 of this document.**

**For any student who has not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, schools are supported with district MTSS Staff Training Specialists and meet monthly to review student data, progress, and intervention materials. Additionally, schools follow the Comprehensive Reading Plan and MTSS decision tree which indicates research-based and evidence-based materials available for targeted interventions (Tier 2) and intensive interventions (Tier 3) (see pages 3-5). If student data does not show progress, at a Tier or with a specific intervention, then adjustments are made (teacher:student ratio; time in intervention; intervention materials; instruction) and parent must be notified.**

Elementary Reading Intervention Menu 2019-2020

Multisensory Intervention Strategy	Minutes	Days	Tier 2 (can occur within the 90 minute reading block)	Tier 3 (must occur outside 90 minute reading block)
EL Differentiated Instruction (K-2 <sup>nd</sup> grades in Module and Foundational Skills Blocks) (3 <sup>rd</sup> -5 <sup>th</sup> grades in Module and ALL Blocks)	15-30	4	X	X
Achieve 3000-Smarty Ants (PreK-3rd grade) (Phonemic Awareness, Phonics, Comprehension)	15-30	4	X	X
Achieve 3000-Smarty Ants (3rd grade) (Phonics, Comprehension)	15-30	4		X
Achieve 3000-KidBiz (3-5)-Stretch Text at T2 (3rd grade available print only) (Phonics, Comprehension)	30	4	X	
Achieve 3000-KidBiz (4-5)-NWEA INFORMED LEARNING PATH (Phonics, Comprehension)	30	4		X
FCRR Reading Interventions	30	4	X	
Tier 2 (targeted) and Tier 3 (intensive) interventions <b>must</b> come from the strategies listed above. Schools and Teams <b>must</b> collaborate with District Specialists (ELA/Literacy, MTSS, ESE, EL, ELL etc. based on students' needs) before implementing any targeted (Tier 2) or intensive (Tier 3) intervention strategies listed below.				
Connect to Comprehension (students should be able to blend CVC words fluently before using this program) (Phonics, Comprehension)	30	4		X
Flexible Interventions (RTI at Work schools only)	30	4	X	
*NEW kits*Great Leaps (Phonics, Comprehension)	5-10 (30 mins Tier 3)	4	X	X
Horizons (K-5) (Phonemic Awareness, Phonics, Comprehension)	45	5		X
Imagine Learning (Student account/requires license) <b>ELL</b> students only	20	5	X	X
Imagine Learning (Teacher account) <b>ALL</b> students	30	4	X	X

NOW! Reading Program (Phonemic Awareness, Phonics)	30	4	X	X
PALS Peer Assisted Strategies Reading Methods (Phonemic Awareness, Phonics, Comprehension)	30	4		X
Reading A-Z (K-2)(Phonemic Awareness, Phonics, Comprehension)	20-30	4	X	
SRA Phonemic Awareness (Phonemic Awareness)	15	4		X
SRA Early Reading Tutor (2nd half of Kg-2nd) (Phonemic Awareness, Phonics, Comprehension)	15-30	4		X (1:3)
SRA Reading Mastery (K-1) (Phonemic Awareness, Phonics)	45	4		X
SRA Reading Mastery (2-3) (Phonics, Comprehension)	45	4		X
SRA Reading Mastery (4-5) (Comprehension)	45	4		X
SRA Corrective Reading (3-5) Decoding A/B1/B2 (Phonemic Awareness, Phonics, Comprehension)	30	4		X
SRA Language for Thinking (2-5) (Comprehension)	20-30	4		X
SRA Language for Learning (K-2) (Vocabulary, Grammar, Comprehension)	20-30	4		X
SRA Reading Labs (1-5) (Comprehension)	15-30	4		X
SRA Reading Success (4-5) (Comprehension)	30	4		X
SRA Science Labs (3-5) (Comprehension)	15-30	4		X
T.A.I.L.S. (K-2) (Phonemic Awareness, Phonics, Comprehension)	30-35	4		X
Voyager Passport (K-5) (Phonemic Awareness, Phonics, Comprehension)	30-45	4		X

**Measurable Goal Statements for Elementary Reading**

Subdomain	Probe	Goal Statement
Phonemic Awareness	First Sound Fluency (FSF)	_____ will provide 52 correct initial sounds in one minute using DIBELS FSF.
	Phoneme Segmentation Fluency (PSF)	_____ will provide 51 correct sound segments in one minute using DIBELS PSF.
Phonics	Nonsense Word Fluency – Correct Letter Sounds (NWF – CLS)	_____ will provide ___ correct letter sounds in one minute using DIBELS NWF. Kindergarten: 44 First Grade: 96 Second Grade (beginning of year): 74
	Nonsense Word Fluency – Whole Words Read (NWF – WWR)	_____ will be able to read ___ whole words without sounding out in one minute using the DIBELS NWF. Kindergarten: 7 First Grade: 30 Second Grade (beginning of year): 22
	Dibels Oral Reading Fluency (DORF) w/ Accuracy	___ will be able to read ___ wpm using the DIBELS DORF with ___ accuracy. 1st Grade: 69 wpm, 98% 2nd Grade: 111 wpm, 99% 3rd Grade: 123 wpm, 99% 4th Grade: 144 wpm, 99% 5th Grade: 155 wpm, 99%
Comprehension	Daze	Student will achieve an adjusted score of ___ in 3 minutes using the DIBELS DAZE ___ grade level. 3 <sup>rd</sup> - 26 4 <sup>th</sup> - 31 5 <sup>th</sup> - 32 6 <sup>th</sup> -31
	EasyCBM passages (2nd grade only)	_____ will be able to score at or above the 50th percentile on the 2nd grade level EasyCBM comprehension progress monitoring probes. 2nd Grade Goal: 10/12

### Multisensory Instruction

#### The International Dyslexia Association defines multisensory instruction as:

Multisensory learning involves the use of **visual, auditory, and kinesthetic-tactile** pathways simultaneously to enhance memory and learning of written language.  
<https://dyslexiaida.org/multisensory-structured-language-teaching/>

#### Some multisensory techniques which could be used to assist a student in his / her learning are:

<https://www.lexiconreadingcenter.org/what-is-multisensory-teaching-techniques/>

#### 1. To stimulate visual reasoning and learning

- a. Text and/or pictures on paper, posters, models, projection screens, computers or flash cards
- b. Use of color for highlighting, organizing information or imagery
- c. Graphic organizers, outlining passages
- d. Student created art, images, text, pictures and video
- e. The above mentioned techniques often include visual teaching methods and strategies.

#### 2. Auditory techniques

- a. Books on tape, peer assisted reading, paired reading and computerized text readers
- b. Video or film with accompanying audio
- c. Music, song, instruments, speaking, rhymes, chants and language games

#### 3. Tactile teaching methods: Multisensory techniques that involve using the sense of touch are called tactile methods. Tactile methods include strategies such as:

- a. Sand trays, raised line paper, textured objects, finger paints and puzzles to improve fine motor skills
- b. Modeling materials such as clay and sculpting materials
- c. Using small materials called manipulatives to represent number values to teach math skills

#### 4. Kinesthetic methods: Multisensory methods using body movements are called kinesthetic methods. These involve fine and gross motor movements.

- a. Games involving jumping rope, clapping or other movements paired with activities while counting and singing songs related to concepts.
- b. Any large movement activity for students involving dancing, bean bag tossing or other activities involving concepts, rhythmic recall and academic competition such as quizzes, flash card races and other learning games.

**Screening Assessments:**

- FSA ELA and MAP
- Administer MAP to students without FSA ELA scores.

**MAP Assessment Dates:**

- AP1 – August-October 2019
- AP2 – January –February 2020
- AP3 – May 2020

**If FSA ELA scores are Level 3 and above, then:**

- Students scoring at Level 3 or above FSA ELA and deemed proficient based on MAP will be eligible for content area reading. Students will be in a regular ELA course.
- Teachers will work to strengthen and expand students’ ability to read and understand complex text, academic vocabulary and language through multiple literacy strategies that include (but are not limited to) close reading, collaborative learning/performance-based activities, and project-based learning.

**If FSA ELA scores are Level 1 or Level 2, then:**

- Use results from Spring 2019 MAP (AP2) administration to assess student’s needs in reading. Place into appropriate reading intervention (**with a teacher endorsed or certified in Reading**) using placement “guidelines” and FSA/MAP data. Students will be in a regular ELA course.
- Students scoring at Level 2 on FSA ELA and deemed proficient based on MAP will be eligible for content area reading intervention where available. Students will be in a regular ELA course.

**Programs/Materials/Strategies**

Intensive Reading Courses (district sample instructional materials listed)

Note: Data used in this document is given as a **guide** to estimate the level of instructional support necessary for student success. MAP data based on overall performance.

<b>If FSA Level 1 and MAP overall performance &lt;21 percentile, then:</b>	<b>If FSA Level 1 and MAP overall performance = 21-40 percentile, then:</b>	<b>If FSA Level 1 or 2 and MAP overall performance =41-50 percentile, then:</b>	<b>If FSA Level 1 or 2 and MAP overall performance =51-60 percentile, then:</b>
<b>Decoding/Text Reading Efficiency Challenges</b>  -Achieve3000 -SRA Corrective Reading	<b>Intensive Reading</b>  -Achieve3000 -SRA Corrective Reading -Voyager -Journeys -REWARDS -Read Naturally -Great Leaps -Wilson Reading	<b>Intensive Reading</b>  -Achieve3000 -SRA Corrective Reading -Voyager -Journeys -REWARDS -Read Naturally -Great Leaps	<b>Reading Intervention</b>  -Achieve3000 -Jamestown Critical Reading -Impact -CRISS Strategies -FCRR Strategies -CIS Model

**For all Students in Grades 6<sup>th</sup> - 8<sup>th</sup>**

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, schools are supported with district MTSS Staff Training Specialists and meet monthly to review student data, progress, and intervention materials. Additionally, schools follow an MTSS decision tree which indicates research-based and evidence-based materials available for intensive intervention. If student data does not show progress, at a Tier or with a specific intervention material, then adjustments are made and parents are notified (teacher:student ratio; time in intervention; intervention materials; instruction).

**Screening Assessments:**

- FSA ELA

**If FSA ELA scores are Level 3 and above, then:**

- Students scoring at Level 3 or above FSA ELA will be eligible for content area reading. Students will be in a regular ELA course.
- Teachers will work to strengthen and expand students’ ability to read and understand complex text, academic vocabulary and language through multiple literacy strategies that include (but are not limited to) close reading, collaborative learning/performance-based activities, and project-based learning.

**If FSA ELA scores are Level 1 or Level 2, then:**

- Place into appropriate reading intervention (**with a teacher endorsed or certified in Reading**) using placement “guidelines” and FSA data.
- Students scoring at Level 2 on FSA ELA will be eligible for content area reading intervention where available.

**Programs/Materials/Strategies**

Intensive Reading Courses (district sample instructional materials listed)

Note: Data used in this document is given as a **guide** to estimate the level of instructional support necessary for student success.

<b>If FSA Level 1 then:</b>	<b>If FSA Level 2 then:</b>
<p><b>Intensive Reading</b></p> <ul style="list-style-type: none"> <li>-Achieve3000</li> <li>-REWARDS</li> <li>-Hampton Brown -EDGE</li> <li>-FCRR Strategies</li> <li>-CIS Model</li> </ul>	<p><b>Reading Intervention</b></p> <ul style="list-style-type: none"> <li>-Achieve 3000</li> <li>-Hampton Brown –EDGE</li> <li>Supplemental Materials</li> <li>-CIS Model</li> <li>-CRI</li> <li>SS Strategies</li> </ul>

**For all Students in Grades 9<sup>th</sup> - 12<sup>th</sup>**

For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity provided (time and group size), reading intervention instruction and/or materials may be changed based on student data. Diagnostic assessments will be required to identify specific needs (areas of strength and weakness). Further, schools are supported with district MTSS Staff Training Specialists and meet monthly to review student data, progress, and intervention materials. Additionally, schools follow an MTSS decision tree which indicates research-based and evidence-based materials available for intensive intervention. If student data does not show progress, at a Tier or with a specific intervention material, then adjustments are made and parents are notified (teacher:student ratio; time in intervention; intervention materials; instruction).

## APPENDIX C

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

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

#### **Section 1: Contact Information**

- 1. District name:** Bay District Schools
- 2. Contact name for schools covered on this plan:** Linda Pitts
- 3. Contact phone number:** 850-767-4334
- 4. Contact email:** [pittslg@bay.k12.fl.us](mailto:pittslg@bay.k12.fl.us)
- 5. Schools covered by this plan:** Cedar Grove; Lucille Moore; Waller; Oakland Terrace: Oakland Terrace Elementary was closed at the end of the 2018/2019 school year and did not reopen for the 2019/2020 school year.

#### **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:** 7:30am
- 2. School dismissal time:** 2:15pm
- 3. Total number of instructional minutes per day:** 310 minutes per day
- 4. Minutes per day of reading instruction (must be at least 150):** 150 minutes per day

#### **Section 3. Instructional Design**

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

Students who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous year participate in the extra hour of instruction. Based on NWEA MAP assessment, classroom assessments, and ongoing progress monitoring, students who earned a level 4 or level 5 receive instruction to ensure they make learning gains. Instruction may include but not be limited to differentiated guided groups, collaborative, and individual work related to students' needs. Enrichment activities may include but not be limited to extended service/project-based learning directly connected to the core ELA program (deepen and enrich student learning and application of knowledge); STEAM activities; homogenous small group instruction with ELA curriculum to deepen and extend students' thinking beyond the expected grade-level learning; provide students with choice of product,

process, and/or content that extends and deepens Depth of Knowledge for learning with the ELA curriculum (EL Education).

- 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.**

To ensure that the additional hour per day of intensive reading instruction is provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading, the district and schools actively monitor and assign teachers to classes accordingly. The district assists schools with identifying teachers' VAM or student growth measure and ensuring that effective teachers or reading specialists provide the additional hour of intensive reading instruction.

- 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.**

During the intensive reading instruction delivered in the additional hour, teachers use research-based and evidence-based curriculum materials which include but are not limited to EL Education, Achieve 3000, FCRR Activities, SRA decoding, and Connect to Comprehension. Additionally, teachers provide differentiated instruction during small, guided groups to scaffold support with complex text, text-based writing, and text-based discussions. To ensure teachers utilize materials with fidelity, district and school administrators conduct classroom walk throughs and review lesson plans to identify the appropriate and consistent use of these materials. During the 2018-2019 school year, students made learning gains and improved proficiency levels. The district will continue to monitor implementation of instruction and learning during this time to ensure continued growth in learning gains and proficiency levels.

- 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.**

A variety of data including previous year's FSA ELA scores (where applicable) are used to identify and place students in appropriate small guided groups for differentiated instruction during the additional hour of reading instruction. Further, NWEA MAP (provides screening, diagnostic, and progress monitoring data) and MTSS data (DIBELS progress monitoring data) (as outlined in CRP); mastery data from curriculum programs (mid-unit and end-of-unit classroom and grade-level tests), and Common Formative/Summative Assessment data (standards-aligned assessments that all students on a grade level take within a particular assessment window used for progress monitoring) is also used to progress monitor students' performance and adjust instruction accordingly based on that data. To ensure data is used effectively, consistently, and for ongoing instructional adjustments, district and school administrators meet with PLC groups and monitor school-wide data for progress.

- 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.**

To ensure that reading instruction during the additional hour includes explicit and systematic reading strategies, teachers are required to use research-based and evidenced-based reading curriculum materials. EL Education is the core ELA program that combines content-literacy and complex text with a Foundational Skills Block (K-2) and an Additional Language Literacy (ALL) Block (3<sup>rd</sup>-5<sup>th</sup>). These curriculum materials include critical reading strategies and systematic phonics instruction as part of their scope and sequence. Further, students, based on their instructional need, may also receive targeted interventions and/or intensive interventions using Achieve 3000 (SmartyAnts for K-3 and Kid Biz for 4<sup>th</sup>-5<sup>th</sup>), SRA, Connect to Comprehension, Imagine Learning (ELL), or ESL Reading Smart (ELL). Further, district administrators conduct classroom walk throughs bi-monthly or monthly and school administrators conduct more frequent classroom walk throughs which includes a review of lesson plans to identify the consistent use of these processes.

- 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.**

To ensure the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading occur during the additional hour of intensive reading instruction, district and school administrators conduct classroom walk throughs to identify the consistent use of these processes. Additionally, teachers must submit lesson plans to administrators to show how integration of these practices occurs during the extra hour of reading instruction. Integration of social studies and science text reading occurs through the use of informational texts connected to overall ELA topics and units as well as mathematics texts to reinforce concepts and application of informational text-reading strategies. Teachers incorporate specific and explicit reading strategies with the social studies, science, and math texts to build students' understanding of vocabulary, text features, text structures, and writing in response to reading to improve comprehension. These specific strategies may include but not be limited to the use of graphic organizers, text-marking protocols, identification of text structures and features, use of context clues with unfamiliar words, collaborative discussions and tasks, and small guided groups with teacher or para professionals based on students' instructional needs.