

# Bay 2018-19 K-12 Comprehensive Research-Based Reading Plan

## Contact Information

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

**District Contact:** 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 and 2016-2017 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

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

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	49	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
White/African American	29	28	31	25	31	22	19
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 schools; provide professional development and materials for 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. In regard to access to informational text for each content area in a variety of mediums, please address the following:**

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

Director of Elementary Education; Director of Secondary Education; Supervisor of Instructional Technology & Media Services; District Media Specialist; Instructional Specialist for ELA/Literacy

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

To ensure that schools have access to informational text beyond core, supplemental, and intervention programs for each content area in a variety of mediums, Bay District provides teachers with ELA and content pacing guides, progression goals and scales. These materials include informational text and a range of activities/lessons/units (in a variety of mediums – videos, ebooks, radio broadcasts, webcasts, newspaper, etc.) as well as content standards.

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

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

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

To demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design and delivery, 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.

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

See Appendix A.

**Research-Based Reading Instruction Allocation**

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

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

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

### **Professional Development**

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

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

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?**

\$15,000

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

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

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

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

No. Title II

## **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?**

Rutherford HS, Bay HS, Jinks MS, Everitt MS, Luiclle Moore ES, Deer Point ES, Waller ES, Springfield ES, Oscar Patterson ES, Cedar Grove ES, Oakland Terrace ES, Hiland Park ES, Parker ES.

**3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

Yes

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

- a. Elementary:7
- b. Middle:2
- c. High:2

**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?**

\$825,357.00

**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?**

\$15,000.00

**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:**

Breakfast Point Academy, Parker ES, Cedar Grove ES, Tommy Smith ES, Oakland Terrace ES, Bozeman, St. Andrew ES

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

**a. Start Date:**06/18/18

**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:**07/19/18

**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	215,000.00
District expenditures on reading coaches	825,357.00
District expenditures on intervention teachers	0.00
District expenditures on supplemental materials or interventions	25,000.00
District expenditures on professional development	29,494.00
District expenditures on summer reading camps	100,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	100,000.00
Flexible Categorical Spending	0.00
Sum of Expenditures	1,294,851.00
Amount of district research-based reading instruction allocation for 2018-2019	1,294,851.00

## APPENDIX A

### Bay District Schools, Panama City Florida Comprehensive Reading Plan 2018-2019 Attachment: District-Level Leadership #8

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 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan as well.

#### **District Contacts:**

Comprehensive Reading Plan (CRP)  
([pittslg@bay.k12.fl.us](mailto:pittslg@bay.k12.fl.us))

Linda Pitts Brigman

Exceptional Student Education (ESE)  
([edwarkf@bay.k12.fl.us](mailto:edwarkf@bay.k12.fl.us))

Kim Edwards

ELL

Sally Gentili ([gentisr@bay.k12.fl.us](mailto:gentisr@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 B

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

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

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

The charts must contain the following information:

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

<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.)  <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  <b>3<sup>rd</sup>-5<sup>th</sup>: FSA ELA</b></p>		<p><b>Dates:</b>                  AP1 – August-October 2018                  AP2 – January –February 2019                  AP3 – May 2019</p>
<p><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:</b></p>	<p><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:</b></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>
<p><b>Students that fall into this category have a substantial reading deficiency. (*See additional information regarding “substantial reading deficiency.”)</b></p> <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 group differentiated reading instruction with additional time, smaller group size, and more targeted explicit instruction.</li> <li>Implement multisensory instructional strategies to enhance learning (**See note below.)</li> </ul> <p><b>Progress monitoring (MTSS and parents notified)</b></p> <ul style="list-style-type: none"> <li><b>NOTIFY PARENT</b></li> <li>determine frequency by response to intervention</li> <li>graph data</li> <li>problem-solve as needed</li> </ul> <p>Provide differentiated small group instruction with appropriate level text.                  Students not responding and making progress will be further diagnosed and instruction will be modified to be more explicit and in smaller groups.</p>	<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>Implement multisensory instructional strategies to enhance learning (**See note below.)</li> </ul> <p><b>Programs and Materials:</b>  <b>Core Reading Program:</b> Wonders (McGraw-Hill); SRA Reading Mastery Signature</p> <p>Small group differentiated instruction that focuses on before, during, and after reading strategies.</p> <p><b>Supplemental Intervention Reading Program(s):</b>                  K-5: Wonders (Tier II interventions); SRA Reading Mastery Signature; Phonemic Awareness; STARFALL; Great Leaps; SRA Reading Laboratories; CRISS, FCRR Activities; Leveled text</p> <p>K-2: Language for Learning, Early Interventions in Reading; Smarty Ants</p> <p>3-5: Corrective Reading Decoding-SRA; Connect to Comprehension; Smarty Ants; Achieve3000</p>	<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> </ul> <p><b>Programs and Materials:</b>  <b>Core Reading Program:</b></p> <ul style="list-style-type: none"> <li>Wonders (McGraw-Hill)</li> <li>SRA Reading Mastery Signature</li> </ul> <p>Provide differentiated small group instruction using appropriate leveled text.</p> <p>Provide opportunities for content reading and writing in research stations.</p>

<p>Students not making progress will be served with different materials in subsequent years to accelerate their reading skills.</p> <p><b>Programs and Materials:</b>  <b>Core Reading Program:</b> Wonders (McGraw-Hill); SRA Reading Mastery Signature</p> <p><b>Supplemental Intervention Reading Program(s):</b>                  K-5: Wonders (Tier II interventions); SRA Reading Mastery Signature; Phonemic Awareness; STARFALL; Great Leaps; SRA Reading Laboratories; CRISS, FCRR Activities; Leveled text</p> <p>K-2: Language for Learning, Early Interventions in Reading; Early Reading Tutor; Waterford; Smarty Ants</p> <p>3-5: Corrective Reading Decoding-SRA; Connect to Comprehension; Phoneme/Grapheme Mapping; Smarty Ants; Achieve3000</p> <p>Daily small group or individualized differentiated intervention in addition to or an extension of the 90-minute reading block targeted to meet student’s instructional needs</p>	<p>Daily small group differentiated intervention targeted to meet student’s instructional needs (Students may need intervention in addition to or an extension of the 90-minute reading block.)</p>	
<p><b>*Note as referenced in Column 1 above regarding students with substantial reading deficiency: 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.</b></p> <p><b>**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</b></p>		

with a substantial reading deficiency (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.

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 (teacher:student ratio; time in intervention; intervention materials; instruction) and **parent must be notified**.

**Screening Assessments:**

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

**MAP Assessment Dates:**

- AP1 – August-October 2018
- AP2 – January –February 2019
- AP3 – May 2019

**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 2018 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.

If FSA Level 1 and MAP overall performance <21 percentile, then:	If FSA Level 1 and MAP overall performance = 21-40 percentile, then:	If FSA Level 1 or 2 and MAP overall performance =41-50 percentile, then:	If FSA Level 1 or 2 and MAP overall performance =51-60 percentile, then:
<p><b>Decoding/Text Reading Efficiency Challenges</b></p> <ul style="list-style-type: none"> <li>-Achieve3000</li> <li>-SRA Corrective Reading</li> </ul>	<p><b>Intensive Reading</b></p> <ul style="list-style-type: none"> <li>-Achieve3000</li> <li>-SRA Corrective Reading</li> <li>-Voyager</li> <li>-Journeys</li> <li>-REWARDS</li> <li>-Read Naturally</li> <li>-Great Leaps</li> <li>-Wilson Reading</li> </ul>	<p><b>Intensive Reading</b></p> <ul style="list-style-type: none"> <li>-Achieve3000</li> <li>-SRA Corrective Reading</li> <li>-Voyager</li> <li>-Journeys</li> <li>-REWARDS</li> <li>-Read Naturally</li> <li>-Great Leaps</li> </ul>	<p><b>Reading Intervention</b></p> <ul style="list-style-type: none"> <li>-Achieve3000</li> <li>-Jamestown Critical Reading</li> <li>-Impact</li> <li>-CRISS Strategies</li> <li>-FCRR Strategies</li> <li>-CIS Model</li> </ul>



**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

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

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

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

- 1. District name:** 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; Oakland Terrace; Springfield; Waller; Oscar Patterson

#### **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
- 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.

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- 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 SRA decoding, SRA Reading Labs, Achieve 3000, Connect to Comprehension, McGraw Hill Wonders, SRA Reading Mastery Signature. Additionally, teachers provide differentiated instruction during small, guided groups to scaffold support with complex text, writing in response to reading, 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.

- 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 (as outlined in CRP); mastery data from curriculum programs, and Common Formative/Summative Assessment data 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.

## APPENDIX C

- 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. These curriculum materials include the critical reading strategies as part of their scope and sequence. Further district and school administrators conduct classroom walk throughs and review 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.