

Dade 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: Lisette Alves **Contact**

Email: Lalves@dadeschools.net

Contact Telephone: 305-995-4202

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	55	56	57	58	60	59	60

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	54	55	56	57	58	59	60

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	21	21	19	18	37	17	14
White/Hispanic	18	17	20	17	18	16	12
Economically Disadvantaged/Non-Economically Disadvantaged	25	24	24	23	23	22	16
Students with Disabilities/Students without Disabilities	35	34	34	33	35	32	23
English Language Learners/ Non-English Language Learners	43	42	42	40	30	38	29

* 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.

The expenditures will be used to support student achievement in the following ways:

- Deliver research-based professional development for teachers, coaches, and school and district administrators.
- Supply students with access to appropriate text.
- Offer district-created resources, such as pacing guides and instructional tool-boxes, to support standards-based instruction.
- Tier schools based on their performance and provide district support as determined by school data.
- Supply technological resources to enhance instruction.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

The following district departments are responsible for collecting and reviewing student progress monitoring data:

- Division of Academics
- Department of English Language Arts-Elementary
- Department of English Language Arts-Secondary
- Division of Academic Support
- Office of Exceptional Student Education
- Department of Bilingual Education and World Languages

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.

The District will collect data using the following instruments:

- In grades K-8, all students are administered the i-Ready Diagnostic three times per year. The data is uploaded from i-Ready and sent through our internal system to all necessary stakeholders. This data enables schools to determine strategies that can be incorporated into instruction that address the individual needs of students.
- In grades 9-10, students who score Level 1 or 2 on the FSA-ELA, are administered the Florida Assessment-Florida Standards (FAIR-FS). The data is uploaded from FAIR-FS and sent through our internal system to all necessary stakeholders. This data is collected twice per year and enables schools to determine strategies that can be incorporated into instruction that addresses the individual needs of students.
- Additionally, students in grades 9-10 take a District mid-year assessment in Reading one time per year. Students in grades 11-12 who have not met the graduation requirement may take the District mid-year assessment in Reading.
- All district performance data is available to schools and district office through a vehicle called Power BI. The instrument provides a closer look at student performance data at school, teacher, and student level. This data collection system provides access to current student data needed to drive decision making and

instruction in schools. Further qualitative data analysis can be conducted through student protocols to support the identification of multi-tiered support such as Response to Intervention (RTI).

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

In grades K-8, the i-Ready data is collected three times per year. In grades 9-10, the FAIR_FS is collected twice a year. Additionally, the Mid-Year Assessment data is collected once per year.

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

The following District departments are responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions:

- Division of Academics
- Department of English Language Arts-Elementary
- Department of English Language Arts-Secondary
- Division of Academic Support
- Office of Exceptional Student Education
- Department of Bilingual Education and World Languages

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

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

The following District departments are responsible for ensuring classroom instruction is aligned to grade-level Florida Standards:

- Division of Academics
- Department of English Language Arts-Elementary
- Department of English Language Arts-Secondary
- Division of Academic Support
- Office of Exceptional Student Education
- Department of Bilingual Education and World Languages

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

The District collects evidence to demonstrate that classroom instruction is aligned to grade-level Florida Standards through a tiered approach of organized classroom and school visitation, as well as reviewing school site data through Power BI. Tier 2 and Tier 3 schools, our more fragile schools, are visited by support staff from the Office of Academic Support. These visits include classroom walkthroughs, review of curriculum materials, evaluation of instructional technology and review of student work folders. The observations yield a report which helps district personnel determine the level of support needed. Additionally, district personnel walk with school administrators in Instructional Rounds to observe and reflect on instructional practice. All teachers are expected to implement district pacing guide assignments

which are aligned to grade-level Florida Standards. Evidence of these completed assignments must be obvious to the team conducting the walkthroughs. Tier 1 schools who are higher achieving follow similar protocols, but receive support less frequently. District personnel can view all school data through the Power BI dashboard. The data reflects on-going progress monitoring of student achievement that is based on the standards.

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

The Tiered Support system in place at Miami-Dade County Public schools determines the frequency of the evidences collected. Our data collection instrument, Power BI, however, is available daily through our district upload of student assessment information. School visits and classroom walkthroughs are done weekly in Tier 3 schools. The evidence is recorded in a visitation log for administrators to review. The Tier 2 schools have less frequent visitations based on the district personnel determination. Tier 1 schools are placed on a hierarchy of need within the Tier. The most fragile of this group of schools are monitored from two to four times per month.

6. In regard to access to informational text for each content area in a variety of mediums, please address the following:

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

The district level offices or departments who will be responsible for ensuring that schools have access to informational text for each content area in a variety of mediums are as follows:

- Division of Academics
- Department of English Language Arts-Elementary
- Department of English Language Arts-Secondary
- Division of Academic Support
- Office of Exceptional Student Education
- Department of Bilingual Education and World Languages

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?

Miami-Dade County Public Schools is committed to ensuring that schools have access to informational text for each content area in a variety of mediums. The resources support, complement, and extend classroom instruction by providing materials and programs to meet the informational needs of students, teachers, and administrators. All students and employees have the ability to access a robust collection of on-line materials. These include, but are not limited to: Discovery Education, NBC Learn, the History Channel, PBS Learning Media, National Geographic, and Khan Academy. Students who are English Language Learners have access to Achieve 3000 which provides news articles at individualized reading levels. Students in Social Sciences use resources such as the Library of Congress and iCivics Science resources which allow students to analyze historical documents, primary and secondary sources of information, extracting meaning from charts,

graphs, political cartoons, video clips, photos, paintings, and other visual representations of information as well as audio clips. Students in science use various resources that include but are not limited to NBC Learn, Discovery Education and World Encyclopedia App. Elementary science students have access to Sciencosaur handbooks and AIMS Education books. Secondary students in science use Essential Lab Readings that integrate reading/writing and argument driven inquiry. Students in mathematics use Discovery Education and NBC learn to access informational text in the content area.

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

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

The Department of Exceptional Student Education will provide on-site technical support to teachers related to the implementation of the principles of Universal Design for Learning (UDL). Professional Development will be conducted on district Professional Development days in order to support teachers' understanding and implementation of UDL during lesson planning and instructional delivery.

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

The development of instructional pacing guides which abide by principles of UDL will serve as evidence that classroom instruction is accessible to the full range of learners. Documented classroom visits from staff members of the Department of Exceptional Student Education would also be used as a guide with this effort.

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

District support personnel visit classrooms of students with disabilities on an ongoing basis to monitor whether or not classroom instruction is fully accessible to the full range of learners. Logging of technical support will be reviewed monthly to monitor implementation of UDL principles and guide technical support provided to teachers.

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?**

The District Master Inservice Plan for Miami-Dade County Public Schools is managed through the Office of Professional Development. District Administrators from the following departments provide information to that office:

- Department of English Language Arts-Elementary
- Department of English Language Arts-Secondary

- Division of Academic Support
- Office of Exceptional Student Education
- Department of Bilingual Education and World Languages

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

The funds budgeted from the Research-Based Reading Allocation for inservice activities is \$1,033,529.

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?

The Exceptional Student Education Department in conjunction with the Department of English Language Arts provides trainings to teachers and/or coaches via our monthly ICADS on effective methods and strategies for students with dyslexia and other phonological processing skills. The training also includes multi-sensory techniques to teaching reading instruction. Additionally, administrators receive training during “Scaled Leadership” on monitoring effective reading instruction that includes multi-sensory strategies.

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

Yes

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.

Class Title: Transformation Coach – Reading
Department: Curriculum Instruction

BASIC OBJECTIVES:

The Transformation Coach (K-5, 6-8, 9-12) will provide direct instructional services related to improving and supporting classroom instruction at schools that receive support from the District’s Turnaround Office. Emphasis will be on utilizing the coaching model to support teachers in effective evidenced-based instructional strategies that will improve students’ academic success. The Transformation Coach’s job performance and evaluation will be conducted jointly by the school site administrator and the District’s Turnaround Office.

JOB TASKS/RESPONSIBILITIES

1. To assist and provide support to teachers in the development of rigorous standard-based lessons.
2. Utilize the coaching model (planning, demonstrating, and providing feedback) with the implementation of evidenced-based instructional strategies to improve students’ academic success.
3. Meets weekly with school-site administration and District’s Turnaround staff to develop the weekly coaching calendar, reflect on the impact of coaching support provided and prioritize future support as evidenced through the coaching log.
4. Provides on-site embedded professional learning opportunities aligned to the needs of students based upon student assessment data.
5. Spends a minimum of 80 percent of the work week in direct contact with classroom teachers to improve instructional delivery.
6. Assists the administration in the interpretation of student assessment data to prioritize support.
7. Assists the classroom teacher in the interpretation of student assessment data and supporting the teacher in planning appropriate lessons to support the academic needs of students.
8. Supports the coordination and monitoring of intervention services to identified students.
9. Participates in professional development for Transformation Coaches and implements instructional practices with school-site personnel to improve student outcomes.
10. Performs other duties comparable to the above as these duties describe only the typical primary features of the job.

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

The Division of Academic Support reviews the student achievement and assigns the Transformation Reading Coach allocations to the schools who have the greatest need. The Transformation Reading Coaches are placed in our Tier 2 and Tier 3 schools.

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

Yes, the schools in Tier 2 and Tier 3 are identified as having the greatest 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:68
- b. Middle:16
- c. High:16

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

Transformation coaches are part of a mid-year coach survey to discuss implementation of coaching roles/responsibilities based on the LOU. Transformation coaches, school-site administrators and district administrators complete a survey regarding the work of the coach midway through the school year. Areas of strength and areas of improvement are discussed to make decisions for the upcoming school year.

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

\$6,288,000.00

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?

See attached list with all the Tier 2 and 3 Supported Schools that received intervention funding.

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.**

Yes, the schools in Tier 2 and Tier 3 are identified as having the greatest need based on student achievement data.

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

- a. Elementary:10
- b. Middle:4
- c. High:3

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

Approximately \$1,200,000 is expended on funding teacher interventionists through the Research Based Reading Instruction Allocation.

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.:**

Supplemental Intervention Materials are as follows:

- a. McGraw-Hill WonderWorks K-5
- b. Saxon Phonics K-2 (Extended Day Schools only)
- c. i-Ready Toolkit K-8
- d. Paths to College and Careers (grades 11-12)

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

Approximately 700,000 was expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or intervention.

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.**

Program materials are purchased using district instructional materials funds (textbooks).

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Dr. Pauline Ward

2. **Email Address:** pward@dadeschools.net

3. **Phone Number:** 305-995-1996

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

To be determined

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

a. **Start Date:** July 2, 2018

b. **Which days of the week is SRC offered:** Monday-Friday

c. **Number of instructional hours per day in reading:** 5 Hours

d. **End Date:** July 30, 2018

e. **Total number of instructional hours of reading:** 100 Hours

6. **Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?**

Yes

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

1:18

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

Yes, rising 3rd grade students.

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

SAT-10 Assessment

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	2,932,471
District expenditures on reading coaches	6,288,000
District expenditures on intervention teachers	1,200,000
District expenditures on supplemental materials or interventions	700,000
District expenditures on professional development	1,033,529
District expenditures on summer reading camps	1,551,500
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	1,549,353
Flexible Categorical Spending	Click here to enter text.
Sum of Expenditures	15,254,853
Amount of district research-based reading instruction allocation for 2018-2019	15,254,853

APPENDIX A

2018-2019 K-12 CRRP Meeting with ESE Department

AGENDA

April 6, 2018
9:00 am – 10:00 am

- I. 2018-2019 K-12 Comprehensive Research-Based Reading Plan
- II. Alignment between the District's Special Programs and Procedures (SP&P) requirements

Members in Attendance: Vanessa de la Pena (Elementary ELA Director), Pauline Ward (Elementary ELA Supervisor), Karen Spigler (Secondary ELA Director), Reagan Chalmers (ESE K-12 Supervisor)

2018-2019 K-12 CRRP Meeting with ELL Department

AGENDA

April 6, 2018
11:00 am – 12:00 pm

- I. 2018-2019 K-12 Comprehensive Research-Based Reading Plan
- II. Alignment with the District's ELL Plan

Members in Attendance: Vanessa de la Pena (Elementary ELA Director), Pauline Ward (Elementary ELA Supervisor), Karen Spigler (Secondary ELA Director), Ana Gutierrez (ELL K-12 Administrative Director)

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

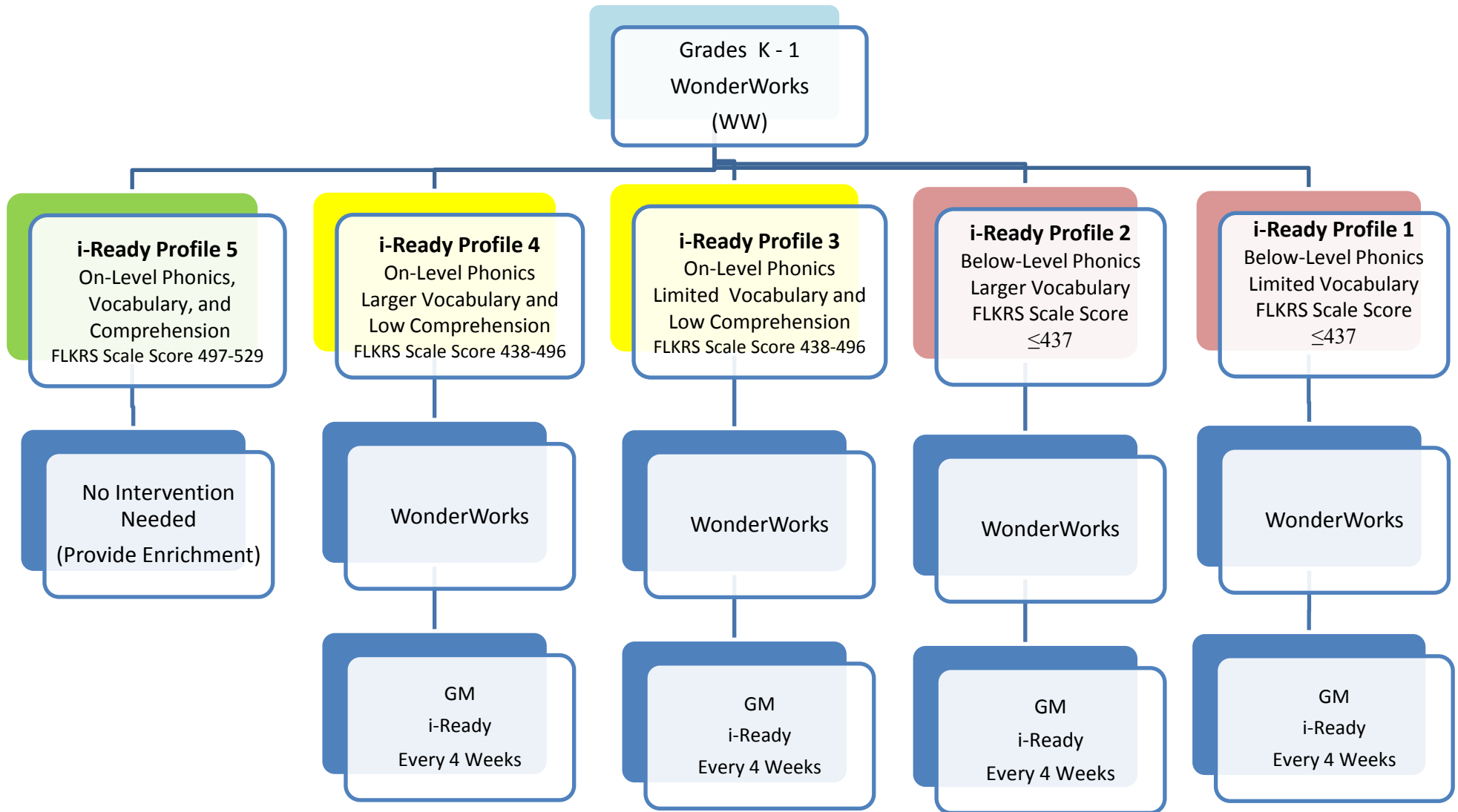
In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, 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:

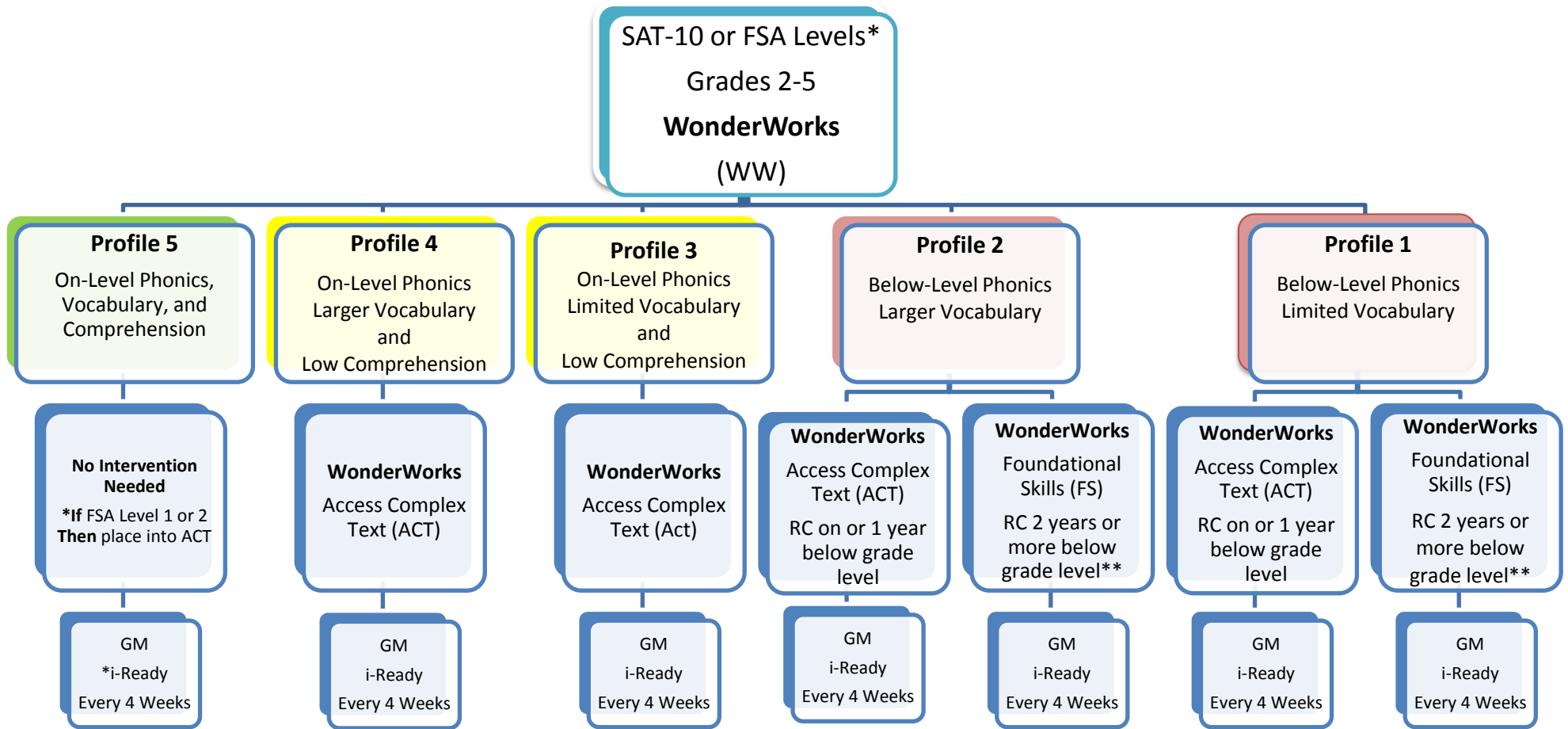
- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores 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;

WonderWorks Intervention Placement Chart K-1



- Any student who exhibits a substantial deficiency in reading, (SESAT or SAT-10 score below the 40th percentile) must be given intensive reading instruction. (State Statute 1008.25). Differentiated Instruction during the Reading 90 minute instructional block must include targeted lessons to remediate deficiencies identified on the Student Profile Report in i-Ready. WonderWorks intervention **MUST** be in addition to or as an extension of the 90 minute reading block.
- For students receiving intervention, it is key to collect and closely monitor the formative data that comes from the WonderWorks *Practice Book*. *For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.* Parents must be notified per Section 1008.25, F.S. of student reading deficiency.
- ELL students who participate in state-wide assessments should follow the same curriculum guidelines and interventions/modifications which include the “Guidelines for Implementation of Reading/Language Arts Block” located at <http://bilingual.dadeschools.net>.

WonderWorks Intervention Placement Chart K-1



- For students who are placed into the FS component of WonderWorks, use the *Student Profile Report* to determine the most appropriate starting point within the FS lesson cards.
- For students receiving intervention, it is important to collect and closely monitor the formative data that comes from the WonderWorks *Practice & Assessment Book* (FS) or *Interactive Work Text* (ACT). For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Parents must be notified per Section 1008.25, F.S. of student reading deficiency.
- ELL students who participate in state-wide assessments should follow the ELL Intervention Framework for Newly Classified ELLs or ELL Intervention Framework for Previously Classified ELLs

*As per state statute 1008.25 and House Bill 7069, a student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. Students in grades 2-3 are identified as having a substantial reading deficiency if scoring in i-Ready Profile 1 and all retained students.

** As per state statute 1001.215(8), F.S. students retained in grade 3 or promoted to grade 4 with a good cause exemption will be placed in an Intensive Acceleration (IA) course that uses multisensory approaches to meeting student needs.

*** It is recommended that students in grades 4-5 use FS during DI and use ACT only for intervention regardless of the i-Ready Profile.

Differentiated Instruction during the Reading 90 minute instructional block must include targeted lessons to remediate deficiencies identified on the Student Profile Report in i-Ready.

Students in grades 6-10 scoring level 1 or 2 on the State FSA ELA Test

Grades 6-8

Middle school students will be progress monitored 3 times per year with **iReady Diagnostic**:

August, 2018
January, 2019
May, 2019

Grades 9-10

Senior High school students will be progress monitored 3 times per year with **FAIR-FS**:

August, 2018
January, 2019
May, 2019

**iReady
Performance
Green
On or Above
Level**

Provide explicit and systematic instruction of core programs in **IR-EN or IR classes** using INSIDE program, and grade level texts/novel units

**iReady
Performance
Yellow
< 1 Level Below**

Provide explicit and systematic instruction of core programs in **IR classes** using INSIDE program

**iReady
Performance Red
> 1 Level Below**

Provide explicit and systematic instruction of core programs in **IR or IR+ classes** using READ 180/System 44 or INSIDE program

**FAIR-FS PLS
≥ 85%**

Provide explicit and systematic instruction of core programs in **IR-EN or IR classes** using EDGE program, and grade level texts/novel units

**FAIR-FS PLS
16% to 84%**

Students receive the Syntactic Knowledge score. Use this score with the WRT & VKT scores to form a profile to determine appropriate strategies to meet student needs.

Provide explicit and systematic instruction of core programs in **IR classes** using EDGE program

**FAIR-FS PLS
< 16%**

Students receive the Syntactic Knowledge score. Use this score with the WRT & VKT scores to form a profile to determine appropriate strategies to meet student needs.

Provide explicit and systematic instruction of core programs in **IR or IR+ classes** using READ 180/System 44 or EDGE program

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:** Miami-Dade County Public Schools
- 2. Contact name for schools covered on this plan:** Dr. David Moore
- 3. Contact phone number:** 305-995-1405
- 4. Contact email:** dmoore@dadeschools.net
- 5. Schools covered by this plan:** 17 schools(Goulds ES, Van E. Blanton ES, Earlington Heights ES, Golden Glades ES, Holmes ES, Laura Saunders ES, Liberty City ES, Jesse J. McCrary ES, Toussaint L'Ouverture ES, Robert Ingram ES, Orchard Villa ES, Parkview ES, Pine Villa ES, Poinciana Park ES, Rainbow Park ES, Santa Clara ES, Shadowlawn ES

Section 2: Length of School Day

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

- 1. School start time:** 8:35 a.m.
- 2. School dismissal time:** 4:05 p.m.
- 3. Total number of instructional minutes per day:** 425 minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 180 minutes

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 enrolled in L300 schools who earned a reading level 4 or 5 are offered reading enrichment opportunities during the extended hour. A developed framework ensures level 4 and level 5 students are well supported. Students are given on-going progress monitoring assessments which ensure that they are receiving instruction during that additional hour.

APPENDIX C

- 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.**

All teachers instructing students in reading have appropriate certification. In addition to certified teachers, interventionists have been hired to provide additional support. All teachers and interventionists were trained, during a summer professional development, on the reading program utilized during the additional hour of instruction. Previous student data and overall summative evaluations serve as a determinant for teacher effectiveness.

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

The research-based reading programs utilized during the additional hour of reading instruction are Saxon Phonics and Spelling and McGraw-Hill WonderWorks. Multi-sensory strategies are embedded within the intervention programs used. The reading programs integrate content area reading and provide opportunities for students to respond to reading. Identified 3rd and 4th grade students have the opportunity to participate in an Intensive Acceleration (IA) Reading Course that integrates reading, social studies, and science. These programs were utilized during the 2017-2018 school year and proved to be successful in increasing reading scores across extend day schools. There was a reduction from 22 to 17 in the number of schools listed as L300 from last year to this year.

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

Throughout the year, various data points including McGraw Hill Access Complex Text/Foundational Skills OPM, iReady Growth Monitoring, and iReady Diagnostic Assessment are used to place and adjust students into differentiated groups during the additional hour of reading instruction.

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.**

The research-based reading programs utilized incorporate explicit, systematic, and multi-sensory based instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. Based on student data, students are grouped by the needs of phonemic awareness, phonics, fluency or vocabulary and comprehension. Progress monitoring is frequent to ensure fidelity to the program. Multi-sensory strategies are incorporated during reading instruction. Teachers utilize visuals with Prometheans to guide students through the text, audio to introduce lessons and vocabulary, along with the use of tactile manipulatives to teach phonics lessons.

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

The research-based reading programs utilized during the additional hour of reading instruction are Saxon Phonics and Spelling and McGraw-Hill WonderWorks. The reading programs include multi-sensory strategies, content area reading and provide opportunities for students to respond to reading through writing across texts. Students in grades 3 and 4 also have the opportunity to participate in an Intensive Acceleration Reading Course that integrates reading, social studies, and science.