Palm Beach 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: Diana Fedderman
Contact Email: diana.fedderman@palmbeachschools.org
Contact Telephone: 561-357-5989

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	57	56	59	58	61	63

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	55	57	56	59	57	61	63

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	36	34	37	31	36	28	24
White/Hispanic	25	23	27	21	25	19	16
Economically Disadvantaged/Non-Economically Disadvantaged	31	29	33	27	33	24	21
Students with Disabilities/Students without Disabilities	36	33	35	30	35	27	24
English Language Learners/ Non-English Language Learners	37	34	40	31	38	28	25

* 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.

We plan to use the funds to impact student achievement by paying for salaries and benefits for 2 literacy managers and 1 literacy program planner. These positions will provide reading content support to school level administrators. They will also coordinate professional development and coaching services for schools based upon need and ensure that schools have appropriate reading curriculum materials and support for implementation. Funds will also be used for 14.1 literacy specialists and 1 resource teacher to implement professional development and coaching to support pedagogy and

curriculum implementation at the teacher and school coach level. In addition, funds will be used for 10 district reading intervention teachers to implement explicit, systematic, and multisensory instruction and intervention across the schools. Funds will also be used to support literacy professional development at schools that aligns to the district's Strategic Plan, K-12 Comprehensive Research-based Reading Plan, and each School's Improvement Plan. Additional funds will be used for supplemental materials for elementary schools in an effort to improve literacy instruction. We will also use the allocation to pay for our Third Grade Summer Reading Camp program to provide additional reading support to our third grade students who did not score a Level 2 or higher on the FSA ELA.

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?**

      School-based administrators are responsible for collecting and reviewing their students' progress towards end of year goals for each grade level. The Instructional Superintendents and Regional Superintendents (principal supervisors) are responsible for meeting with their principals to ensure that schools are collecting and reviewing student data and are making progress towards school and district goals.

   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.**

      For elementary schools, teachers in grades K-2 will administer the SDPBC Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. Teachers in grade 3 will administer the SDPBC Literacy Assessment a minimum of two times a year. Teachers in grades 4-5 will administer this assessment to any students who scored a Level 1 or 2 on FSA ELA a minimum of two times a year. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

      For middle schools, Reading Inventory data is collected from schools in order to monitor literacy growth with students who are receiving reading intervention through Intensive Reading classes. Middle schools also have the option to administer the Reading Plus Benchmark Assessment.

For high schools, the Reading Plus Benchmark Assessment is administered to monitor literacy growth for students receiving reading intervention through Intensive Reading classes, and this assessment is also available as an option to monitor progress for all students.

At both middle and high school level, the District provides two LAFS-based assessments per instructional unit in ELA classes. The District also mandates a LAFS-based diagnostic assessment at the mid-point for all middle and high school students to assist in monitoring student progress toward mastery of the LAFS.

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

In elementary, the SDPBC Literacy Assessment data will be collected from schools within the district's data warehouse system on dates at the end of the Fall, Winter, and Spring trimesters (November, February, and May) based upon grade level requirements for administration. The iReady Diagnostic will be administered in August/September, January, and May to provide additional information to determine if students are making progress towards their grade level LAFS. This data is reviewed three times a year. In addition, iReady provides the district with frequent data reports in regards to how students are responding to the instruction within the iReady program. Through Performance Matters the district and regional offices can pull data reports on iReady, the district LAFS-based diagnostic, and SDPBC Literacy Assessment data to ensure that schools are working towards the district's goals.

For middle schools, Scholastic Reading Inventory data is collected within the district’s data warehouse system four times per year (August-September, October-November, January-February, April-May). Middle schools also have the option to administer the Reading Plus Benchmark Assessment. three times per year (start of the year, mid-year, and end of year) to monitor literacy growth of all students.

For high schools, the Reading Plus Benchmark Assessment is administered three times per year (start of the year, mid-year, and end of year) to monitor literacy growth for students receiving reading intervention through Intensive Reading classes. High schools also have the option to administer the Reading Plus Benchmark Assessment. three times per year (start of the year, mid-year, and end of year) to monitor literacy growth of all students.

At both middle and high school level, the District provides two LAFS-based assessments per instructional unit in ELA classes (six total units throughout the year, roughly six weeks each in length) that can be used to monitor student progress toward mastery of the LAFS. The District also mandates a LAFS-based diagnostic assessment in January for all middle and high school students to assist in monitoring student progress toward mastery of the LAFS. Data from these assessments can be found in Performance Matters to inform principals, their supervisors, and district personnel on students' progress towards the district's goals.

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

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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?**

      In alignment with the goals of the district's Strategic Action Plan, at both the elementary and secondary levels, district, regional and school leaders will work in concert. At school sites, the K-12 Comprehensive Reading Plan and School Improvement Plan will be used to guide observations made through the instructional rounds process, review student data, and to create action plans that address areas of need. The school's Leadership Team (that may include, but is not limited to, the reading coach, the Single School Culture Coordinator, administrators, and teachers) will align assessment, instruction and professional development needs. In addition, the Division of Teaching and Learning provides a district scope and sequence to support schools with pacing to ensure that all standards are addressed. Regional and Instructional Superintendents will support school level administration to elevate instructional leadership, monitor progress toward school and district goals, and monitor instructional alignment to grade-level LAFS.

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

      School sites may conduct Professional Learning Community (PLC) meetings and/or Common Planning Meetings. During these meetings, teachers may unpack standards, plan for standards-based lessons, and discuss ways to monitor and assess student progress towards the LAFS. Regional and Instructional Superintendents will conduct classroom walks and instructional rounds with school-based leadership to collect evidence to determine whether or not classroom instruction is aligned to grade-level LAFS.

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

For Elementary, district and regional staff monitor student performance with mid-year district LAFS-based diagnostic, LAFS-based assessments, SDPBC K-5 Literacy Assessment, and iReady Diagnostic assessments each trimester to provide guidance to regions and schools on areas of need to ensure that classroom instruction is aligned to grade-level LAFS.

For Middle School and High School, district and regional staff monitor student performance with mid-year district LAFS-based diagnostic and LAFS-based assessments to provide guidance to regions and schools on areas of need to ensure that classroom instruction is aligned to grade-level LAFS.

In addition, regional staff, district staff and principals will conduct classroom walk through at the school level to confirm that classroom instruction is aligned to grade-level LAFS.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

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?

In addition to above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in a variety of mediums, including digital formats. The school district has purchased licenses to supplemental materials in a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal.

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?**

      Professional Development for UDL principles is facilitated through our Exceptional Student Education (ESE) Department. Principals are responsible for ensuring that teachers' instruction is accessible to the full range of learners using UDL principles. If the principal identifies that a need is shown, they can request support from their Regional Office and Department of Exceptional Student Education (ESE) Department.

   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)?**

      At all levels (grades K-12) a variety of instructional resources are provided to teachers in order to ensure that resources can be chosen by individual teachers that match the interests and needs of their students. The learning is made more purposeful by providing formative assessment to guide instruction. Units or domains of instruction include a variety of both traditional (including both literary and informational) and non-traditional (including a range of mediums) texts. Students apply literacy skills across a wide variety of texts, including visuals and multimedia texts. A constant flow of data from formative classroom assessments/tasks, LAFS-based assessments, adaptive computer-based literacy programs, and periodic district-wide assessments allow for teachers to assess the individual needs of their students and strategically plan to differentiate instruction to meet the needs of all students. Regional ESOL Instructional Coordinators and Specialists will monitor oral language and academic progress of ELL students through ACCESS for ELLs 2.0 data. They provide support to teachers to plan for instruction for their ELLs based upon this data.

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

      Monitoring of the implementation of all UDL guidelines within each classroom is conducted on an on-going basis by school-level administration with support from the Division of Teaching and Learning and Regional Offices.

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?**

   Professional Development Department Director, Jenifer Kraus

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

   $50,000

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?

   Professional Development Department and the Division of Teaching and Learning

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

   In FY18, a Dyslexia training was created and all schools were required to complete this training. This training included recognizing characteristics of students who might be dyslexic and strategies to assist these students with core literacy instruction and intervention. The district literacy specialists and intervention teachers that are paid through the Research-Based Reading Allocation funds will deliver additional training throughout the FY19 school year which will focus on multisensory instructional and intervention strategies.

<u>Reading/Literacy Coaches</u>

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

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

   For district level coaches (specialists/program planners/managers), a master's degree is required. Candidates must demonstrate the ability to support adult learners and have at least three years of successful literacy teaching experience. For school level coaches, candidates must demonstrate the ability to support adult learners and have at least three years of successful literacy teaching experience.

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

   School Coaches: Boynton Beach High School and Palm Beach Lakes High School
   Disrict Level Coaches (specialists/program planners/managers): 2 managers, 1 program planner, 14.1 literacy specialists, and 1 resource teacher will be supporting all of our schools with literacy professional development and coaching based upon school need and request.

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 highschools selected have the greatest need based on review of student data and resources they have available to them. The district level coaching staff will provide targeted level of support based upon the greatest needs demonstrated by FSA ELA data, as well as, current district data that is collected throughout the year. The Department of Teaching and Learning works closely with the Regional Superintendents to determine which schools need targeted support within their portfolio. Together they support these schools.

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

   a. Elementary: District Level Coaches: 2 managers, 1 program planner, 14.1 liteacy specialists, and 1 resource teacher will be supporting all levels of our schools
   b. Middle:0
   c. High:School Level Coaches: 2

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

   The effectiveness of literacy coaches is measured through literacy learning walks, administrative observations, reflection sheets, and student data results (assessments and work samples).

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

   1,996,129

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 .

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?**

   The CRRP funds will be used to purchase 10 additional reading intervention teachers. These teachers will be used to provide explicit, systematic, and multisensory interventions across schools who have students who require a specific intervention program that requires extensive training and the school does not have personnel that can implement the program needed for that student.

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.**

   These intervention teachers will be supporting all schools based upon need. The schools who will be receiving this additional support were identified because they have students who require a specific intervention program and do not have the staff at that school who are qualified to provide that intervention. Every elementary school has at least one intervention teacher which is funded through Supplemental Academic Instruction funds. Every secondary school has at least one Intensive Reading teacher which is funded from their school human resources budget.

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

   a. Elementary:10 positions across elementary, middle, and high
   b. Middle:Click here to enter text.
   c. High:Click here to enter text.

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

   $681,950

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

   Supplemental materials to supplement elementary core instruction will be purchased with these funds including iReady Toolbox and Test Sophistication Booklets for grades 3-5. These funds will also be used to purchase assessment materials. For example, RRR booklets and alternative assessments for grade 3 students.

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

   1,721,500

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

   Over the years our schools have received numerous multisensory intervention materials from various funding sources. Some of the interventions include Fundations, Wilson, Leveled Literacy Intervention (LLI), and Just Words.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Kristen Rulison

2. **Email Address:**kristen.rulison@palmbeachschools.org

3. **Phone Number:**561-432-6345

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

   There are 17 SRC sites: Banyan Creek, JC Mitchell, Diamond View, Forest Park, Sunset Palms, Sunrise Park, Gove, Berkshire, Equestrian Trails, Heritage, Royal Palm Beach Elementary, Wynnebrook, South Olive, Palm Beach Gardens Elementary, Marsh Pointe, Dr. M.M. Bethune, and Northboro

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

   a. **Start Date:**June 18th
   b. **Which days of the week is SRC offered:**Monday through Thursday
   c. **Number of instructional hours per day in reading:**4
   d. **End Date:**July 19th
   e. **Total number of instructional hours of reading:**76

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.?**

   Our number one priority is to hire highly effective teachers for SRC. However, we do not have enough highly effective teachers interested in teaching SRC for the projected number of teachers needed to keep a low teacher-student ratio of 1:12. Since we do not have enough highly effective teachers interested in teaching SRC, we will need to hire some effective teachers. In addition, to ensure that we have the strongest literacy teachers in place for SRC, our district office screens all of the SRC applicants and creates a hiring pool of candidates based upon candidates' teaching experiences and literacy professional development/training. Our SRC site administrators are only able to hire from this list.

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

   1:12

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?**

   Our Research and Evaluation Department will take all of the students who were eligible to attend SRC (did not score a Level 2 or higher on FSA ELA) and compare the students who did attend SRC against the students who did not attend SRC. They will be comparing these students' iReady Spring Reading Diagnostic (May) scores to their iReady Fall Reading Diagnostic scores (August).

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		957,843
District expenditures on reading coaches		1,996,129
District expenditures on intervention teachers		681,950
District expenditures on supplemental materials or interventions		1,721,500
District expenditures on professional development		50,000
District expenditures on summer reading camps		1,346,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools		2,100,000
Flexible Categorial Spending		0
	Sum of Expenditures	8,853,422
	Amount of district research-based reading intruction allocation for 2018-2019	8,853,422

APPENDIX A
APPENDIX B

K-12 CRRP Department Meeting Agenda

Thursday, April, 26, 2018 at 8:30 a.m.

Jennifer Corcoran	Manager for the Exceptional Student Education Department
Joseph Holcombe	Manager for the K-12 Curriculum Department
Kristen Rulison	Manager for Elementary Literacy
Aimee White	Program Planner for the Multicultural Department

- Review K-12 CRRP Plan
- Discuss the Alignment Between the District's Special Programs and Procedures Requirements and the K-12 Plan
- Discuss the Alignment Between the District's ELL Plan and the K-12 Plan
- Discuss Reading Instruction Professional Development Opportunities from Each Department
- Discuss Intervention Decision Trees

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;

K-5 READING INTERVENTION HANDBOOK

FY19

Division of Teaching & Learning

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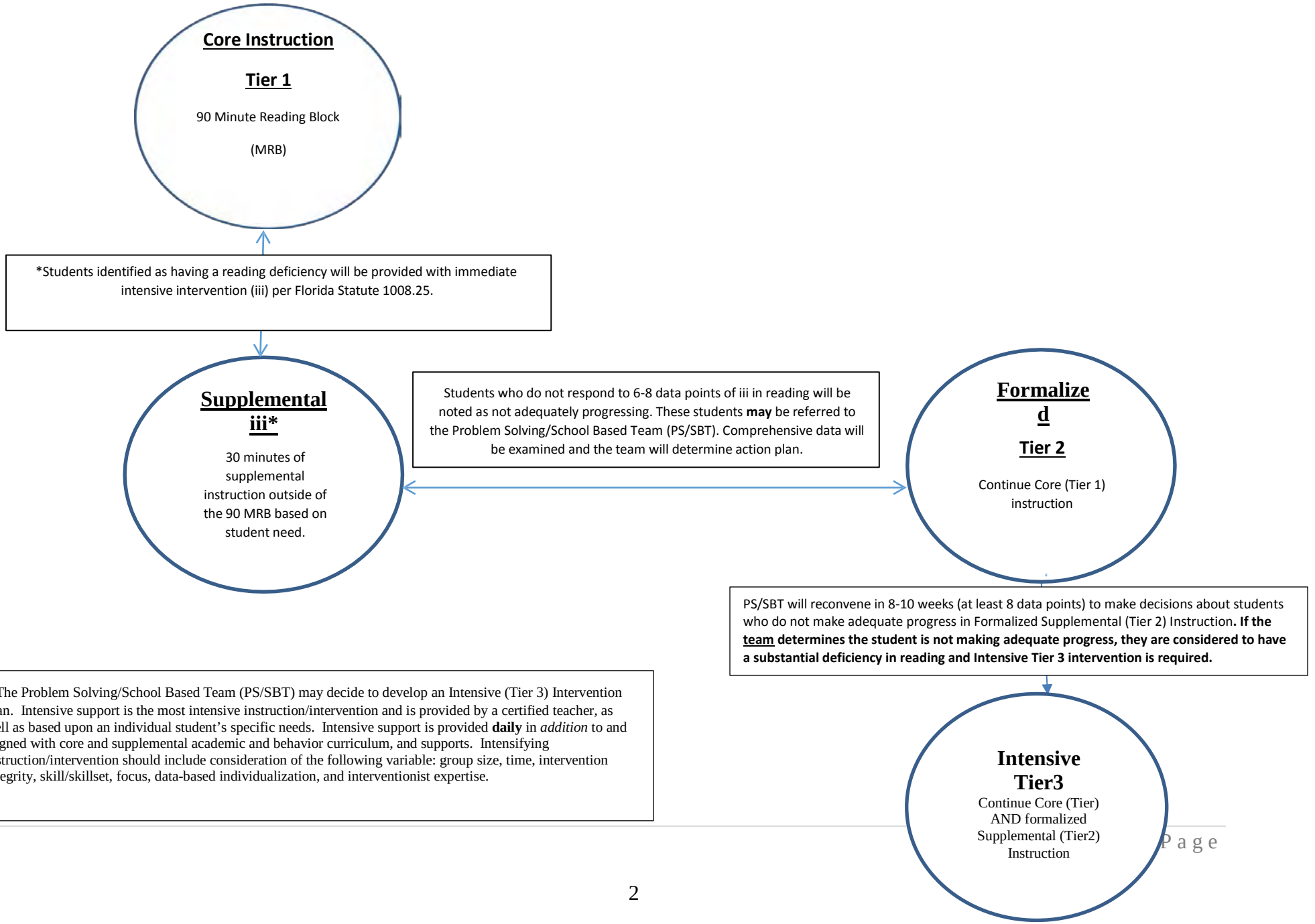
Multi-Tiered System of Supports (MTSS)



*The Problem Solving/School Based Team (PS/SBT) may decide to develop an Intensive (Tier 3) Intervention Plan. Intensive support is the most intensive instruction/intervention and is provided by a certified teacher, as well as based upon an individual student's specific needs. Intensive support is provided **daily** in *addition* to and aligned with core and supplemental academic and behavior curriculum, and supports. Intensifying instruction/intervention should include consideration of the following variable: group size, time, intervention integrity, skill/skillset, focus, data-based individualization, and interventionist expertise.

Guidelines for Immediate Intensive Intervention (iii)

The State of Florida requires daily classroom instruction in reading in a dedicated, block of time of at least 90 minutes. This 90 minute reading block (Core/Tier 1/Initial Instruction) should consist of both whole group instruction and differentiated instruction that is standards- based and includes different components from a Balanced Literacy framework.

In addition to the Core Instruction (90 minute reading block), a teacher will provide immediate intensive intervention (iii), supplemental instruction, on a daily basis to any student who exhibits a deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments, or through teacher observations (Florida Statute 1008.25). In grades K-3, students have not yet participated in statewide reading assessments, so teachers can use information from the SDPBC Literacy Assessment System to help identify students with a substantial reading deficiency. In grades 4-5, students who scored Level 1 or 2 on the previous year's Florida Standards Assessment (FSA) English Language Arts (ELA) are considered to have a reading deficiency. 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 and initiate intensive reading interventions (State Statute 1008.25). If a student is not making adequate progress after receiving Formalized Supplemental Tier 2 Intervention Instruction, they are considered to have a substantial deficiency in reading.

Immediate intensive intervention (iii) must be provided daily for **all** students who have been identified with a reading deficiency. This intervention includes evidence-based strategies, programs, or systems, and must be in a smaller group setting for an additional 30 minutes *outside* of the 90 minute reading block for kindergarten to grade 5. Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency (State Statute 1008.25).

A tool for progress monitoring for iii is selected by the teacher. This tool will be used to progress monitor at least monthly. Some students may require more frequent progress monitoring. There must be a minimum of 6-8 data points of iii (6-8 data points) prior to referring a student to School Based Team (SBT). Evidence of progress monitoring is documented on the student's Immediate Intensive Intervention (iii) Log and brought to the initial SBT meeting (see p. 26).

Each student receiving iii should have a Progress Monitoring Plan (PMP). A federally required student plan such as an Individual Education Plan (IEP) or English Language Learner (ELL) plan may meet the progress monitoring criteria of a PMP. (See the District's K-12 Student Progression Plan for more information).

Parents must be notified if a student has a reading deficiency and is receiving intervention (iii). In grades K-3, the reading deficiency letter must be sent home to parents (Florida Statute 1008.25). Students must continue to be provided with iii until the reading deficiency is remediated as measured by multiple sources of student data (e.g., SDPBC Literacy Assessment System, diagnostics, classroom and state assessments).

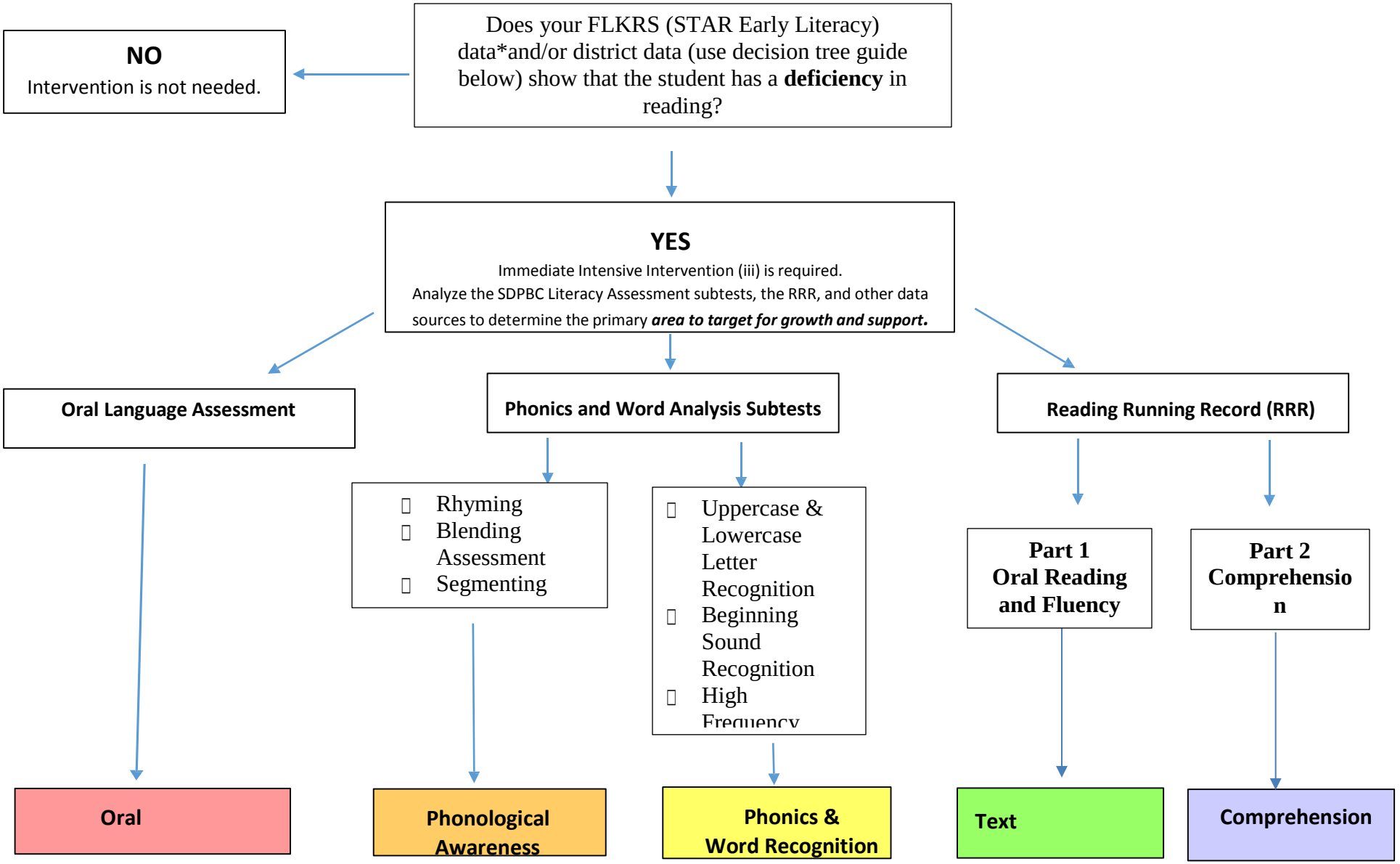
Identifying a Student's Need for Intervention

We begin this problem solving process by assessing students to determine areas that pose a barrier to acceleration. The areas of literacy development to be assessed include oral language, phonological awareness, phonics, text processing, and comprehension.

- **Oral Language**- the way we use spoken words to express knowledge, ideas, and feelings.
- **Phonological Awareness**- the awareness of words, rhyming words, onsets and rimes, syllables, and individual sounds (phonemes).
- **Phonics-** the knowledge of letter sound relationships and how they are used in reading and writing.
- **Text Processing (includes fluency and vocabulary)**- the actions used when reading continuous text to solve words/vocabulary, monitor/self-correct, search for and use information, maintain fluency and adjust for purpose and genre.
- **Comprehension (includes vocabulary)-** the ability to understand: within (literal), beyond (inferential), and about (analytical) the text.

Refer to the grade level specific Intervention Decision Tree charts below to determine the area of literacy to target for growth and support for the student's intervention. These color coded charts will help support your problem solving.

FY19 Kindergarten Intervention Decision Tree



FY19 Kindergarten Intervention Decision Tree Guide

The following chart is a resource to help identify students who may be at-risk and in need of intervention. The numbers in the chart are minimal expectations for that time of year.

Assessment	Beginning of Year (Aug./Sept.)	End of 1st Trimester (Nov.)	End of 2nd Trimester (Feb.)	End of 3rd Trimester (May)
Oral Language Assessment	1	2-3	4-5	6-7
Phonological Awareness: Rhyming	n/a	5	8	10
Phonological Awareness: Blending	n/a	5	8	10
Phonological Awareness: Segmenting	n/a	5	8	10
Upper Case Letter Recognition & Lower Case Letter Recognition	12	18-29	30-41	52
Beginning Sound Recognition**	3	9-13	15-19	19
High Frequency Words	n/a	5	15	25
Phonogram List #1	n/a	n/a	6	12
Text Processing (Review data from Part 1 of RRR)	n/a	A	B-C	D-E
Comprehension (Review data from Part 2 of RRR)	n/a	A	B-C	D-E

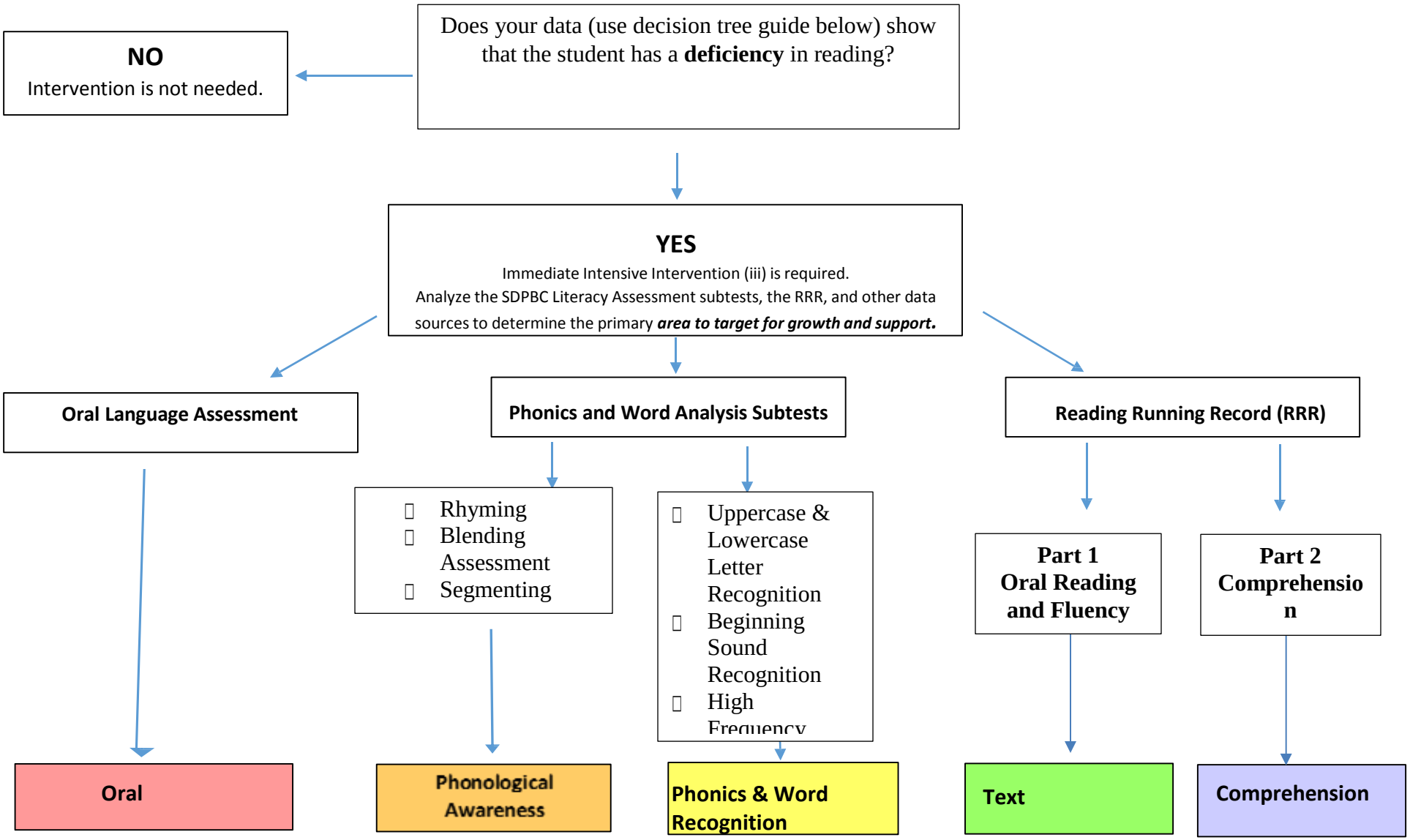
The rhyming subtest is a required test for kindergarten students as of FY18.

* All kindergarten students will be screened using the STAR Early Literacy Assessment within the first 30 days of school as a part of FLKRS. Students who score 497-529 may need intervention. Students who score 438-496 most likely will need intervention. Students who score 437 and below will need intervention. Teachers should follow-up with the assessments from our SDPBC Literacy Assessment to determine if intervention is needed and the area of need. Prior to beginning the intervention process with ELLs, you must first determine if the reading deficiency is due to the lack of English Language proficiency, or a true reading deficiency. For more information, refer to the Intervention for English Language Learners section.

**Dual Language Programs: See the benchmarks below for the "Initial Syllables" assessment in the Spanish Literacy Assessment System.

Initial Syllables**	1	2-4	5-7	8

FY19 First Grade Intervention Decision Tree



FY19 First Grade Intervention Decision Tree Guide

The following chart is a resource to help identify students who may be at-risk and in need of intervention. The numbers in the chart are minimal expectations for that time of year.

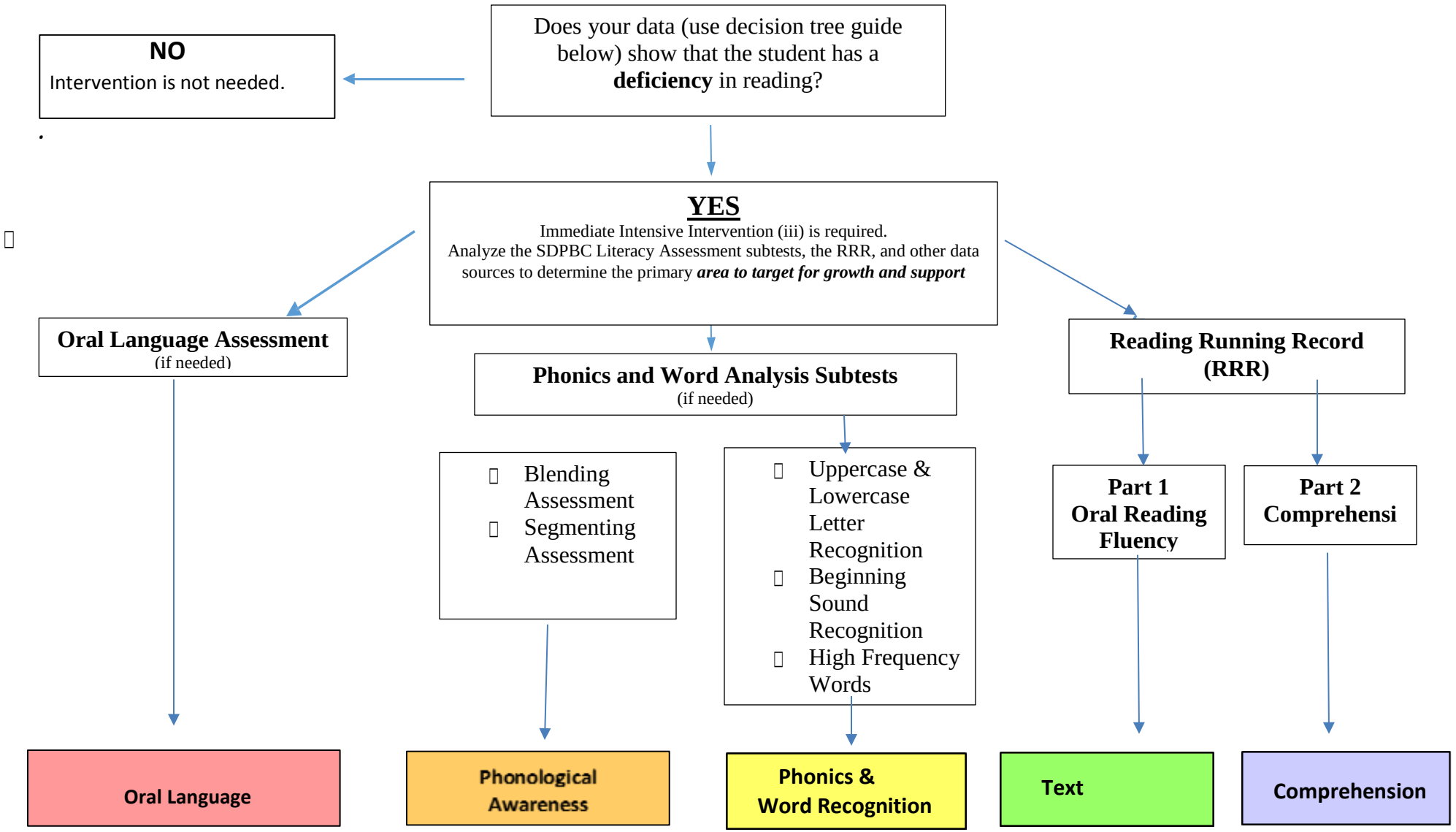
Assessment	Beginning of Year (Based upon data from May of Kindergarten)	End of 1st Trimester (Nov.)	End of 2nd Trimester (Feb.)	End of 3rd Trimester (May)
Oral Language Assessment	6-7	8-10	11-13	14-15
Phonological Awareness: Blending	10	If student has not mastered, continue to assess. 10		
Phonological Awareness: Segmenting	10	If student has not mastered, continue to assess. 10		
Phonological Awareness: Rhyming	10	If student has not mastered, continue to assess. 10		
Upper Case Letter Recognition & Lower Case Letter Recognition	52	If student has not mastered, continue to assess. 52		
Beginning Sound Recognition**	19	If student has not mastered, continue to assess. 19		
High Frequency Words	25	50	75	100
Phonogram List #1	12	20	If student has not mastered, continue to assess.	
Phonogram List #2	n/a	5	12	20
Phonogram List #3	n/a	5	12	20
Phonogram List #4	n/a	5	12	20
Text Processing (Review data from Part 1 of RRR)	D-E	F	G-H	I-J
Comprehension (Review data from Part 2 of RRR)	D-E	F	G-H	I-J

The rhyming subtest is a required test for 1st graders as of FY19 if the student did not master this skill in kindergarten.

**Dual Language Programs: See the benchmarks below for the "Initial Syllables" assessment in the Spanish Literacy Assessment System.

Initial Syllables**	8	If student has not mastered, continue to assess. 8

FY19 Second Grade Intervention Decision Tree

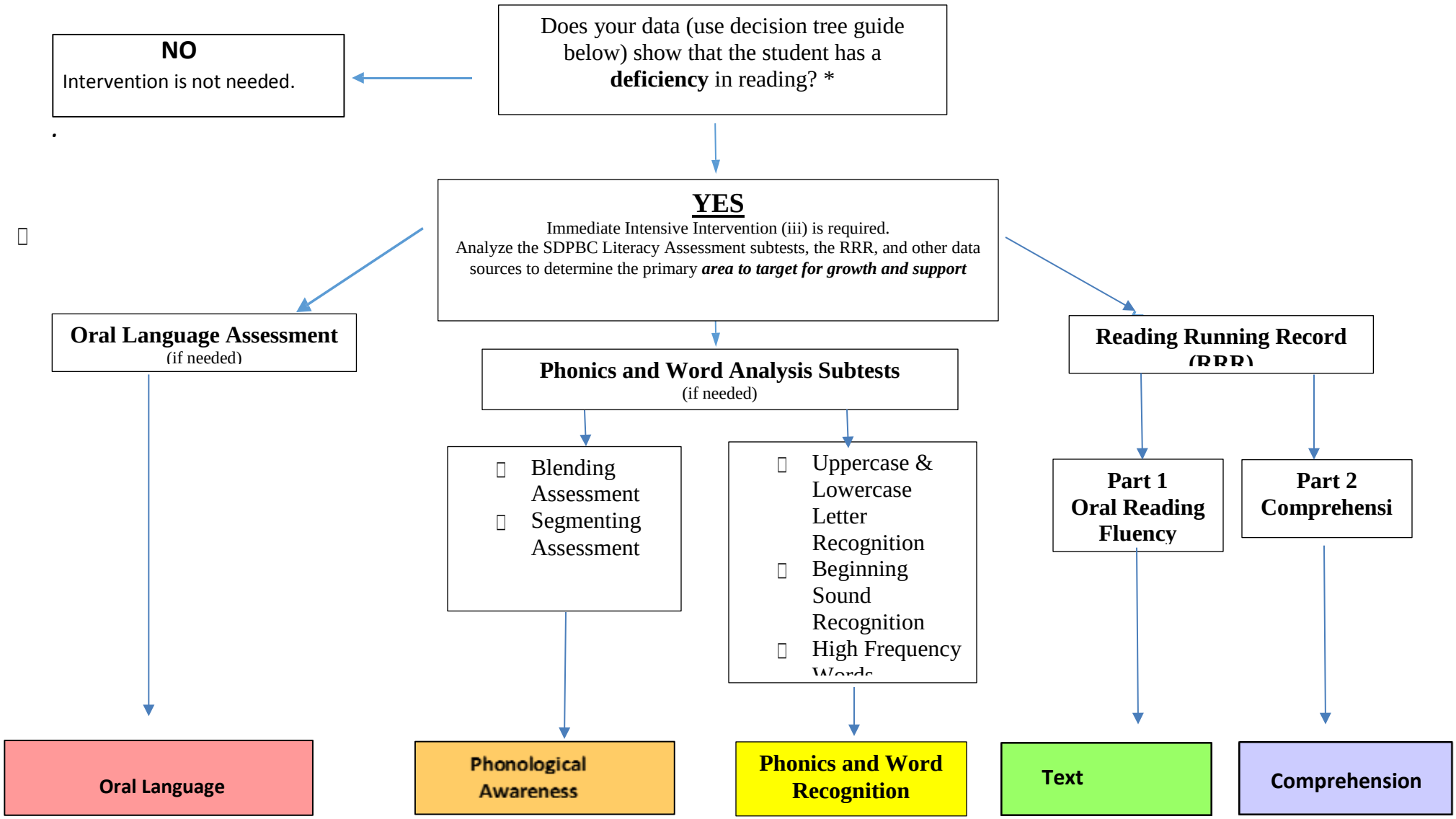


FY19 Second Grade Intervention Decision Tree Guide

The following chart is a resource to help identify students who may be at-risk and in need of intervention. The numbers in the chart are minimal expectations for that time of year.

Assessment	Beginning of Year (Based upon data from May of 1st Grade)	End of 1st Trimester (Nov.)	End of 2nd Trimester (Feb.)	End of 3rd Trimester (May)
Oral Language Assessment	14-15	If student has not mastered, continue to assess. 15		
Phonological Awareness: Blending	If student has not mastered, continue to assess. 10			
Phonological Awareness: Segmenting	If student has not mastered, continue to assess. 10			
Upper Case Letter Recognition & Lower Case Letter Recognition	If student has not mastered, continue to assess. 52			
Beginning Sound Recognition	If student has not mastered, continue to assess. 19			
High Frequency Words	100	125	150	175
Phonogram List #1	If student has not mastered, continue to assess. 20			
Phonogram List #2	20	If student has not mastered, continue to assess. 20		
Phonogram List #3	20	If student has not mastered, continue to assess. 20		
Phonogram List #4	20	If student has not mastered, continue to assess. 20		
Text Processing (Review data from Part 1 of RRR)	I-J	K	L	M-N
Comprehension (Review data from Part 2 of RRR)	I-J	K	L	M-N

FY19 Third Grade Intervention Decision Tree



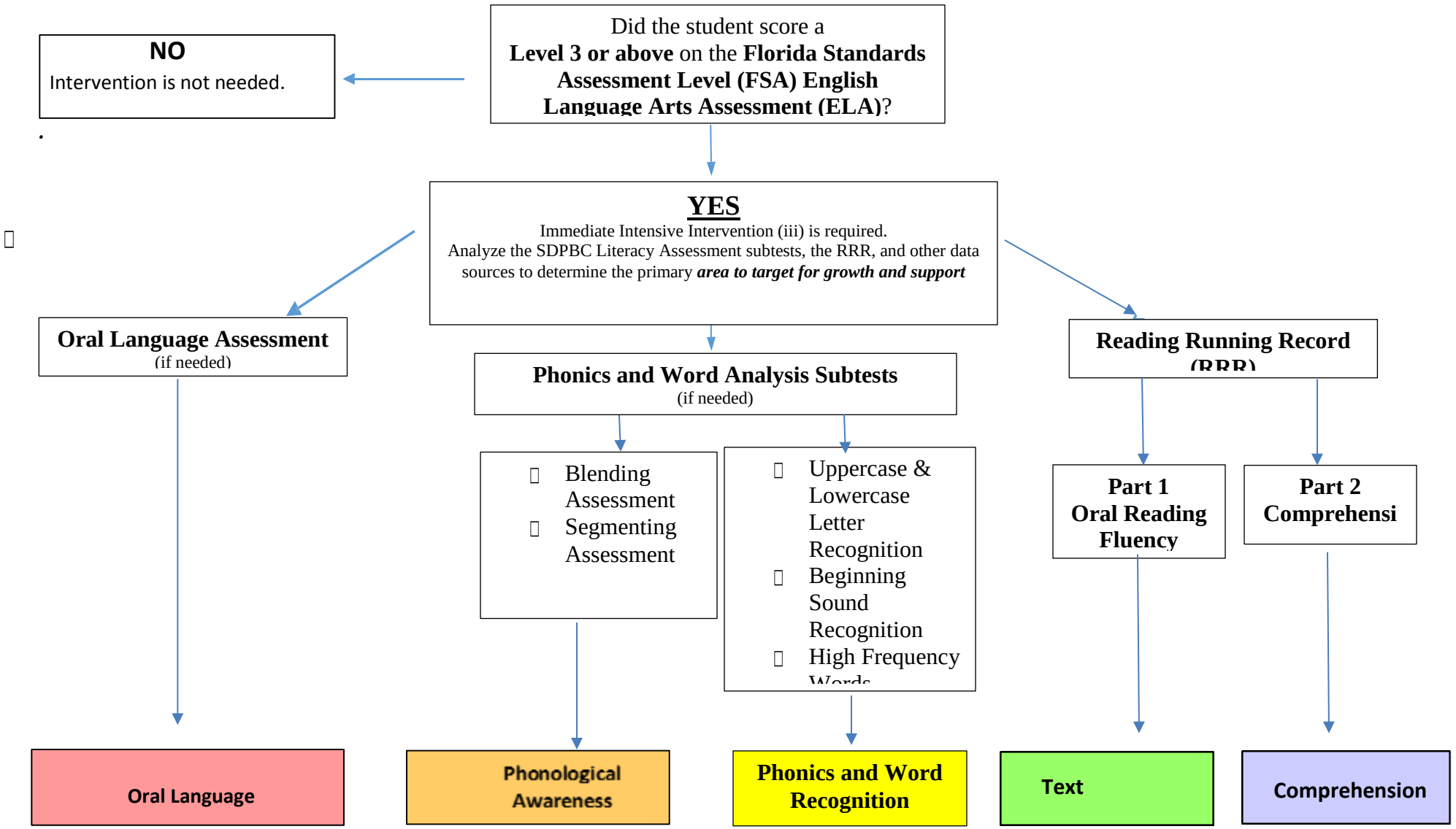
***Retained grade 3 students with an FSA ELA score of a Level 1 are required to have immediate intensive intervention (iii).**

FY19 Third Grade Intervention Decision Tree Guide

The following chart is a resource to help identify students who may be at-risk and in need of intervention. The numbers in the chart are minimal expectations for that time of year.

Assessment	Beginning of Year (Based upon data from May of 2nd Grade)	End of 1st Trimester (Nov.)	End of 3rd Trimester (May)
Oral Language Assessment	If student has not mastered, continue to assess. 15		
Phonological Awareness: Blending	If student has not mastered, continue to assess. 10		
Phonological Awareness: Segmenting	If student has not mastered, continue to assess. 10		
Upper Case Letter Recognition & Lower Case Letter Recognition	If student has not mastered, continue to assess. 52		
Beginning Sound Recognition	If student has not mastered, continue to assess. 19		
High Frequency Words	175	If student has not mastered, continue to assess. 175	
Phonogram List #1	If student has not mastered, continue to assess. 20		
Phonogram List #2	If student has not mastered, continue to assess. 20		
Phonogram List #3	If student has not mastered, continue to assess. 20		
Phonogram List #4	If student has not mastered, continue to assess. 20		
Text Processing (Review data from Part 1 of RRR)	M-N	N-O	P-Q
Comprehension (Review data from Part 2 of RRR)	M-N	N-O	P-Q

FY19 4-5 Intervention Decision Tree



Oral Language Intervention Chart

	SDPBC Literacy Assessment Systems (Screening)	Core Instruction (90 Minute Reading Block)	Supplemental Instruction (iii or RtI)	Progress Monitoring for Supplemental Instruction (iii or RtI)
Oral Language	Oral Language Assessment Additional Assessments for English Language Learners (ELLs): ACCESS for ELLs 2.0	Which May Include: Read Aloud Whole Class Conversation Shared Reading Small Group Instruction (shared reading, read aloud, guided reading, emergent storybook reading) Mini Lesson Conferring Emergent Storybook Reading (K/1) Interactive Writing	Mondo Oral Language Chart	Record of Oral Language Assessment (however, it cannot be administered more than once a month)
			OLLIE (contact the ESE Department for more information)	OLLIE Progress Monitoring Tool (however, it cannot be administered more than once a month)
			Other evidence-based programs or strategies, in addition to the 90 minute reading block and in a smaller group setting, that address oral	Record of Oral Language Assessment (however, it cannot be administered more than once a month)
	DUAL LANGUAGE PROGRAMS			
	Oral Language Assessment (Spanish)	Which May Include: Read Aloud Whole Class Conversation Shared Reading Small Group Instruction (shared reading, read aloud, guided reading, emergent storybook reading) Mini Lesson Conferring Emergent Storybook Reading (K/1) Interactive Writing	Mondo Oral Language Chart (Spanish) Other evidence- based programs or strategies, in addition to the 90 minute reading block and in a smaller group setting, that address oral language.	Record of Oral Language Assessment (however, it cannot be administered more than once a month)

Phonological Awareness Intervention Chart

	SDPBC Literacy Assessment Systems (Screening)	Core Instruction (90 Minute Reading Block)	Supplemental Instruction (iii or RtI)	Progress Monitoring for Supplemental Instruction (iii or RtI)
Phonological Awareness	Blending Segmenting Rhyming (Grade K) Optional Assessments in the Benchmark Assessment System: o Initial Sounds (Picture Cards)	Which May Include: Shared Reading Word Study Interactive Writing Small Group Instruction (shared reading and word study)	Florida Center for Reading Research (F CRR)	Fast Bridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)** Phonics Lessons Assessments
			FUNdations Standard Lessons (K-2, if not used for core word study instruction) FUNdations Double Dose Lessons (K-2, if Standard Lessons are used for core word study instruction)	FUNdations Progress Monitoring Tool Fast Fast Bridge **(Tier 2 & Tier 3 only)** DIBELS Next **(Tier 2 & Tier 3 only)** Next Easy CBM **(Tier 2 and Tier 3 only)**
			i-Ready tools for instruction to support small group instruction and intervention.	FastBridge **(Tier 2/Tier3 only)** DIBELS Next **(Tier 2/Tier3 only)** Easy CBM **(Tier 2/Tier3 only)**
			Wilson (2nd-5th) Just Words (4th & 5th)	Wilson Progress Monitoring Tool Just Words Progress Monitoring Tool FastBridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)**
			Other evidence-based programs or strategies, in addition to the 90 minute reading block and in a smaller group setting, that address phonological awareness.	DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)** **Fast Bridge (Tier 2 and Tier 3 only)** Phonics Lessons Assessments

DUAL LANGUAGE PROGRAMS			
Blending Segmenting Rhyming (Grade K) Optional Assessments in the Benchmark Assessment System: o Initial Syllables (Picture Cards)	Which May Include: Shared Reading Word Study Interactive Writing Small Group Instruction (shared reading and word study)	Istation Español Teacher Resources lessons to support small group instruction and intervention Other evidence-based programs or strategies, in addition to the 90 minute reading block and in a smaller group setting, that address phonological awareness	Istation Español On Demand Assessments Phonics Lessons Assessments (Spanish) *Curriculum based measures (CBMs) are available in Spanish from Dibels IDEL, Easy CBM and FastBridge (Tier 2 and Tier 3 only). Please reach out to Exceptional Students Education or Multicultural Education for more information.

Phonics Intervention Chart

	SDPBC Literacy Assessment Systems (Screening)	Core Instruction (90 Minute Reading Block)	Supplemental Instruction (iii or RtI)	Progress Monitoring for Supplemental Instruction (iii or RtI)
Phonics	Uppercase Letter Recognition Lowercase Letter Recognition Beginning Sound Recognition High Frequency Words Phonogram Lists Optional Assessments in the Benchmark Assessment System: Writing Picture Names Consonant Blends Vowel Clusters Word Features	Which May Include: Shared Reading Word Study Small Group Instruction (Word Study, Interactive Writing, Guided Reading, and Shared Reading) Interactive Writing	Florida Center for Reading Research (FCRR)	Fast Bridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)** Phonics Lessons Assessments
			FUNdations Standard Lessons (K-2, if not used for core word study instruction) FUNdations Double Dose Lessons (K-2, if Standard Lessons are used for core word study instruction)	FUNdations PM Tool Fast Bridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)**
			i-Ready tools for instruction to support small group instruction and intervention.	Fast Bridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)**
			Leveled Literacy Intervention (LLI)* *Can only be used for students who have a mild deficiency in phonics.	LLI Reading Running Record
			Wilson (2^{nd}-5^{th}) Just Words (4^{th} & 5^{th})	Wilson /Just WordsProgress Monitoring Tool Fast Bridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)**
			Other evidence-based programs or strategies, in addition to the 90 minute reading block and in a smaller group setting, that address phonics.	Fast Bridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)** Phonics Lessons & Word Study Lessons Assessments RtI Daily Planner Phonics Assessments (iii only)
			SPIRE	SPIRE Progress Monitoring Tools
			Lively Letters	Fast Bridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)**

	DUAL LANGUAGE PROGRAMS			
	Uppercase Letter Recognition Lowercase Letter Recognition Beginning Sound Recognition High Frequency Words Phonogram Lists Optional Assessments in the Benchmark Assessment System: Writing Picture Names Consonant Blends Diphthongs o Word Features	Which May Include: Shared Reading Word Study Small Group Instruction (Word Study, Interactive Writing, Guided Reading and Shared Reading Interactive Writing	Soluciones Literacy Intervention (K-2) Istation Español Teacher Resources lessons to support small group instruction and intervention Other evidence-based programs or strategies, in addition to the 90 minute reading block and in a smaller group setting, that address phonological awareness	Soluciones Progress Monitoring Assessments Istation Español On Demand Assessments Phonic and Word Study Lessons Assessments (Spanish) * Curriculum based measures (CBMs) are available in Spanish from Dibels IDEL, Easy CBM and FastBridge (Tier 2 and Tier 3 only). Please reach out to Exceptional Students Education or Multicultural Education for more information.

Text Processing Intervention Chart

	SDPBC Literacy Assessment Systems (Screenin	Core Instruction (90 Minute Reading Block)	Supplemental Instruction (iii or RtI)	Progress Monitoring for Supplemental Instruction (iii or RtI)
Text Processing (includes fluency and vocabulary)	▯ Early Literacy Behaviors ▯ High Frequency Words ▯ Reading Running Record (Part 1- Oral Reading) ▯ Optional Assessments in the Benchmark Assessment System: o Six Dimensions of Fluency Rubric o Vocabulary in Context	Which May Include: ▯ Shared Reading ▯ Small Group Instruction (Guided Reading and Strategy Group) ▯ Interactive Writing ▯ Word Study ▯ Mini Lesson	Florida Center for Reading Research (FCRR)	Fast Bridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)**
			i-Ready tools for instruction to support small group instruction and intervention.	Fast Bridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)**
			Great Leaps (fluency only)	Great Leaps Progress Monitoring Tool
			Leveled Literacy Intervention (LLI)	LLI Reading Running Record
			Other evidence-based programs or strategies, in addition to the 90 minute reading block and in a smaller group setting, that address text processing.	Fast Bridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)** Informal Reading Running Records
	DUAL LANGUAGE PROGRAMS			
	▯ Early Literacy Behaviors ▯ High Frequency Words ▯ Reading Running Record (Part 1- Oral Reading) ▯ Optional Assessments in the Benchmark Assessment System: o Six Dimensions of Fluency Rubric o Vocabulary in Context	Which May Include: ▯ Shared Reading ▯ Small Group Instruction (Guided Reading and Strategy Group) ▯ Interactive Writing ▯ Word Study ▯ Mini Lesson	▯ Soluciones Literacy Intervention (K-2) ▯ Istation Español Teacher Resources lessons to support small group instruction and intervention ▯ HELPS (fluency only/grades 2-5) ▯ Other evidence-based programs or strategies, in addition to the 90 minute reading block and in a smaller group setting, that address text processing	▯ Soluciones Progress Monitoring Assessments ▯ Istation Español On Demand Assessments ▯ HELPS Progress Monitoring Assessments ▯ Informal Reading Running Records *Curriculum based measures (CBMs) are available in Spanish from Dibels IDEL, Easy CBM and FastBridge (Tier 2 and Tier 3 only). Please reach out to Exceptional Students Education or Multicultural Education for

Comprehension Intervention Chart

	SDPBC Literacy Assessment Systems (Screening)	Core Instruction (90 Minute Reading Block)	Supplemental Instruction (iii or RtI)	Progress Monitoring for Supplemental Instruction (iii or RtI)
Comprehension (includes vocabulary)	Reading Running Record (Part 2- Comprehension Conversation)	Which May Include: Shared Reading Read Aloud Small Group Instruction (Guided Reading and Strategy Lessons) Mini Lesson Conferring Emergent Storybook Reading (K/1)	Florida Center for Reading Research (FCRR)	Fast Bridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)**
			i-Ready tools for instruction to support small group instruction and intervention.	Fast Bridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)**
			Leveled Literacy Intervention (LLI)	LLI Reading Running Record
			Read Works (www.readworks.org)	Fast Bridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)** Read Works Leveled Passages
			Strategic Instruction Model (4th & 5th)	Fast Bridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)**
			Other evidence-based programs or strategies, in addition to the 90 minute reading block and in a smaller group setting, that address comprehension.	Fast Bridge **(Tier 2 and Tier 3 only)** DIBELS Next **(Tier 2 and Tier 3 only)** Easy CBM **(Tier 2 and Tier 3 only)** RtI Daily Planner Retell Rubric for Fiction and Nonfiction (iii only)

DUAL LANGUAGE PROGRAMS			
☐ Reading Running Record (Comprehension)	Which May Include: ☐ Shared Reading ☐ Read Aloud ☐ Small Group Instruction (Guided Reading and Strategy Group) ☐ Mini Lesson ☐ Conferring ☐ Emergent Storybook Reading (K/1)	☐ Soluciones Literacy Intervention (K-2) ☐ Istation Español Teacher Resources lessons to support small group instruction and intervention	☐ Soluciones Progress Monitoring Assessments ☐ Istation Español On Demand Assessments ☐ * Curriculum based measures (CBMs) are available in Spanish from Dibels IDEL, Easy CBM and FastBridge (Tier 2 and Tier 3 only). Please reach out to Exceptional Students Education or Multicultural Education for more information.

Interventions for English Language Learners (ELLs)

It is important to note that prior to beginning the intervention process with ELLs, you must first determine if the reading deficiency is due to the lack of English Language proficiency, or a true reading deficiency. However, we cannot wait until students are completely proficient in English before providing additional support in reading. If it is determined that a student has a reading deficiency, they require iii. Intervention Instruction during iii must include evidence-based programs and/or strategies documented in the students' Individual ELL plan. Intervention instruction should be provided using multiple sources of student data such as the English Language Development Continuum (ELDC), ACCESS for ELLs 2.0, SDPBC Literacy Assessment System, diagnostics, classroom and/or state assessments.

If the reading deficiency is evident in the student's native language, then the student would benefit most from the intervention provided in their native language. If it is determined that the student does not have a reading deficiency in their native language it is not necessary to provide a reading intervention. Instead, instruction must focus on the four domains of language development in order to increase English language development while providing equal access to content.

Resources for Professionals working with English Language Learners:

RtI^2 Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI^2) for English Language Learners.

Webinar: Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI2) for ELLs

Interventions for Students with Disabilities (SWDs)

Immediate intensive intervention (iii) must be provided for Students with Disabilities if the student is performing below grade level. Exceptional Student Education (ESE) services during Core instruction do not replace iii. Intervention instruction must include evidence-based programs and/or strategies that align with the student's IEP goals and address their skill gaps. The intervention teacher will select a progress monitoring tool that aligns to the intervention and will monitor a minimum of once a month.

Students with Disabilities receiving iii should have a Progress Monitoring Plan (PMP) if the student is performing below grade level in an area that is not addressed in the IEP. A federally required student plan such as an Individual Education Plan (IEP) plan may meet the progress monitoring criteria of a PMP if the deficiency is specifically addressed in the IEP. In grades K-3, the reading deficiency letter needs to be sent home to parents. Students must continue to be provided with iii until the reading deficiency is remediated as measured by multiple sources of student data (e.g., SDPBC Literacy Assessment System, diagnostics, classroom, state assessments).

Intervention Contact List

- **iii Guidelines**
  - Diane Jacobitti, Specialist, K-12 Curriculum
    Diane.Jacobitti@palmbeachschools.org, 434-8866 (PX 48866)
  - Linda Golightly, Specialist, K-12 Curriculum
    Linda.Golightly@palmbeachschools.org, 434-8806 (PX 48806)
  - Kristen Rulison, Manager, K-12 Curriculum
    Kristen.Rulison@palmbeachschools.org, 432-6345 (PX 86345)
- **Intervention for Students with Disabilities**
  - Jennifer Corcoran, Manager, Exceptional Student Education
    Jennifer.Corcoran.2@palmbeachschools.org, 357-7561 (PX 47561)
  - Kimberly Doyle, Specialist, Exceptional Student Education
    Kimberly.Doyle@palmbeachschools.org, 434-8895 (PX 48895)
- **Intervention for English Language Learners & Dual Language Programs**
  - Aimee White, Program Planner, Multicultural Education
    Aimee.White@palmbeachschools.org, 649-6840 (PX 46840)
  - Lisa Capra, Program Planner, Multicultural Education
    Lisa.Capra@palmbeachschools.org, 434-8251 (PX 48251)
  - Sonia Birch, Professional Development Specialist, Multicultural Education
    Sonia.Birch@palmbeachschools.org 434-8251 (PX 48251)
- **RtI: Formalized Tier 2 and Formalized Tier 3**
  - Carrie Rullo, Specialist, Exceptional Student Education
    Carrie.Rullo@palmbeachschools.org, 494-1594 (PX 81594)
  - Lisa Robol, Specialist, Exceptional Student Education
    Lisa.Robol@palmbeachschools.org, 494-1477 (PX 81477)
- **FUNdations and Wilson Support**
  - Kristin Wysong, Resource Teacher, Exceptional Student Education
    Kristin.Wysong@palmbeachschools.org, 434-8377 (PX 48377)
- **Leveled Literacy Intervention (LLI) Support**
  - Diane Jacobitti, Specialist, K-12 Curriculum
    Diane.Jacobitti@palmbeachschools.org, 434-8866 (PX 48866)
  - Linda Golightly, Specialist, K-12 Curriculum
    Linda.Golightly@palmbeachschools.org, 434-8806 (PX 48806)
- **Supplemental Academic Instruction (SAI) Support**
  - Diane Jacobitti, Specialist, K-12 Curriculum
    Diane.Jacobitti@palmbeachschools.org, 434-8866 (PX 48866)
  - Linda Golightly, Specialist, K-12 Curriculum
    Linda.Golightly@palmbeachschools.org, 434-8806 (PX 48806)

FY19 SDPBC Literacy Assessment System Trimester Benchmark Chart

This document serves as a guideline for aligning the Student Progression Plan with the Report Card for kindergarten through grade 3. As referenced on the grade level charts contained in the Student Progression Plan, many additional factors should be considered when determining the performance code for the report card. All benchmark levels indicate **independent** reading levels. In order to be marked as "proficient", a student must demonstrate skill/concept development that is beginning to meet "grade level standards" in grade level text of all genres for that time of the year.

Grade Level	Performance Codes	1st Trimester November	2nd Trimester February	3rd Trimester May
K	PR	A	B-C	D-E
	AP	4-5 on the Early Literacy Behavior Assessment	A	C
	ND	3 & Below on the Early Literacy Behavior Assessment	9 & Below on the Early Literacy Behavior Assessment	B & Below
1	PR	F	G-H	I-J
	AP	D-E	F	G-H
	ND	C & Below	E & Below	F & Below
2	PR	K	L	M-N
	AP	I-J	K	L
	ND	H & Below	J & Below	K & Below
3	PR	N-O	*O-P	P-Q
	AP	L-M	*M-N	N-O
	ND	K & Below	*L & Below	M & Below

Administration in the 2nd Trimester is not required for grade 3.

EX – **Exemplary:** Demonstrates broad in-depth skill/concept development that most often exceeds grade level standards (cognitive complexity higher than the standard) in grade level text for that time of the year (See chart above.)

PR – **Proficient:** Demonstrates skill/concept development that meets grade level standards in grade level text for that time of the year (See chart above.)

AP – **Approaching:** Demonstrates skill/concept development that is beginning to meet grade level standards

ND – **Needs Development:** Demonstrates skill/concept development that is significantly below grade level standards

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4th and 5th Grade RRR Administration Requirements

RRR administration is required for 4th and 5th grade students who scored at a level 1 or level 2 on the previous year's FSA ELA in order to monitor progress and inform instruction. For these students, RRRs **must be administered a minimum of two times a year**: during first trimester and then at any other point in the school year between January and May.

Grade Level	Performance Codes	November Benchmark Levels	February Benchmark Levels (If administered)	May Benchmark Levels (If administered)
4	PR	Q-R	R-S	S-T
	AP	O-P	Q	R
	ND	N & Below	P & Below	Q & Below
5	PR	T-U	U-V	V
	AP	R-S	S-T	T-U
	ND	Q & Below	R & Below	S & Below

Progress Monitoring Log

immediate intensive intervention (iii)

Student Name:_____ Student Number: _____

Grade: _____ RRR Ind. Level: _____ RRR. Inst. Level: _____ FSA Score: _____

Area of Growth: oral language phonological awareness phonics text processing comprehension

Intervention/Strategy: _____

Progress Monitoring Tool: _____

Indicate the date of the week in the first column and place initials in the appropriate fields under each day column that you worked with the student. Please enter progress monitoring results in the score column. Progress monitoring for iii can occur weekly, bi-weekly or monthly.

Date	MON.	TUES.	WED.	THURS.	FRI.	Score
Date of Start Week						
Date of Start Week						
Date of Start Week						
Date of Start Week						
Date of Start Week						
Date of Start Week						
Date of Start Week						
Date of Start Week						
Date of Start Week						
Date of Start Week						

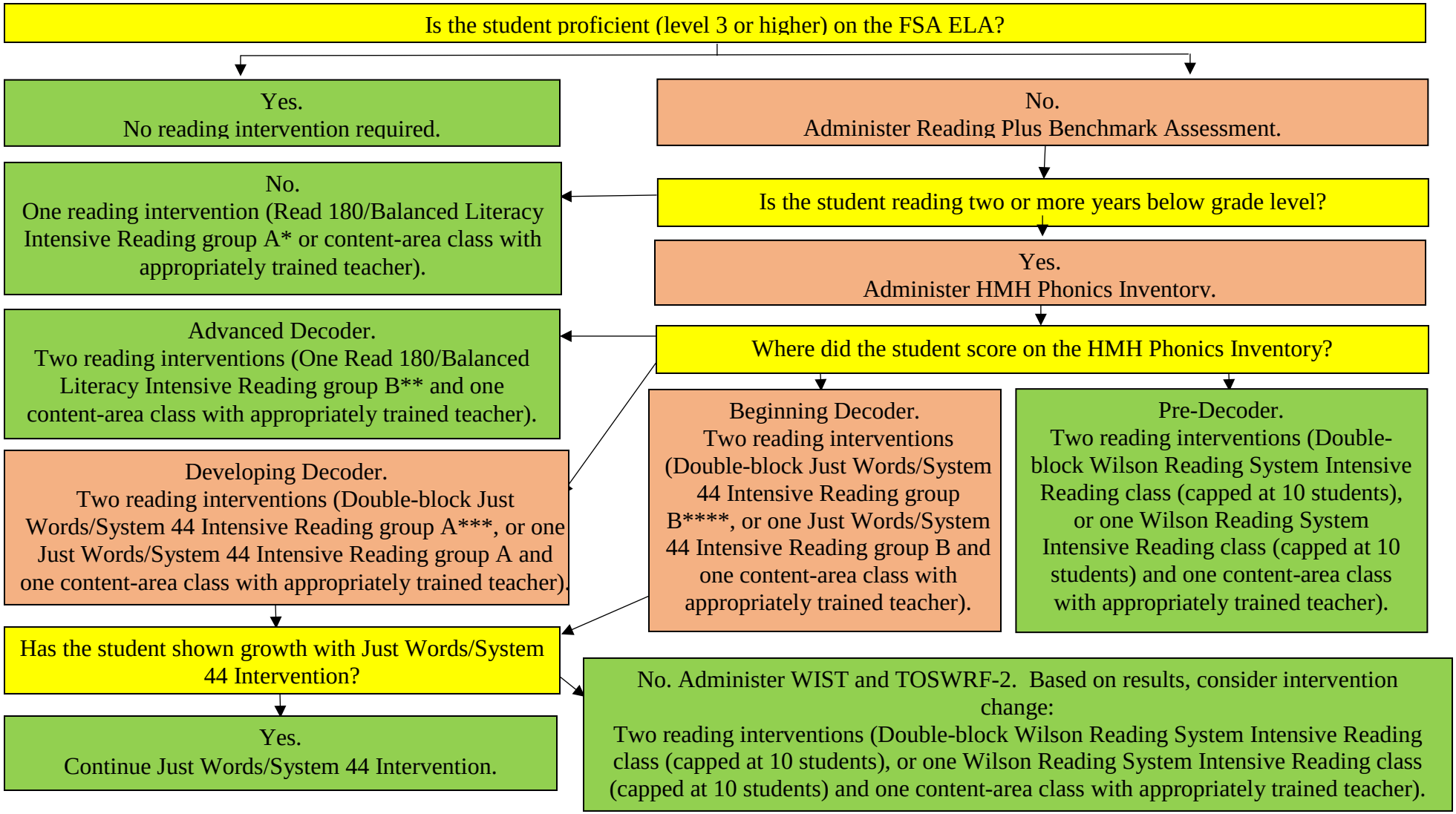
Completed By:_____Title:_____Goal: _____

Additional Notes:

SA= Student Absent **SN**= Student Not Available
TA= Teacher Absent **TN=** Teacher Not Available
NS= No School

Please use PBSD Form #2318 for formalized Supplemental or Intensive interventions (Tier 2 or Tier 3).

Reading Placement Decision Tree – FY19 – Grades 6-8



* Read 180 Intensive Reading group A students should be grouped together in Intensive Reading classes with no more than 22 students.

** Read 180 Intensive Reading group B students should be grouped together in Intensive Reading classes with no more than 22 students.

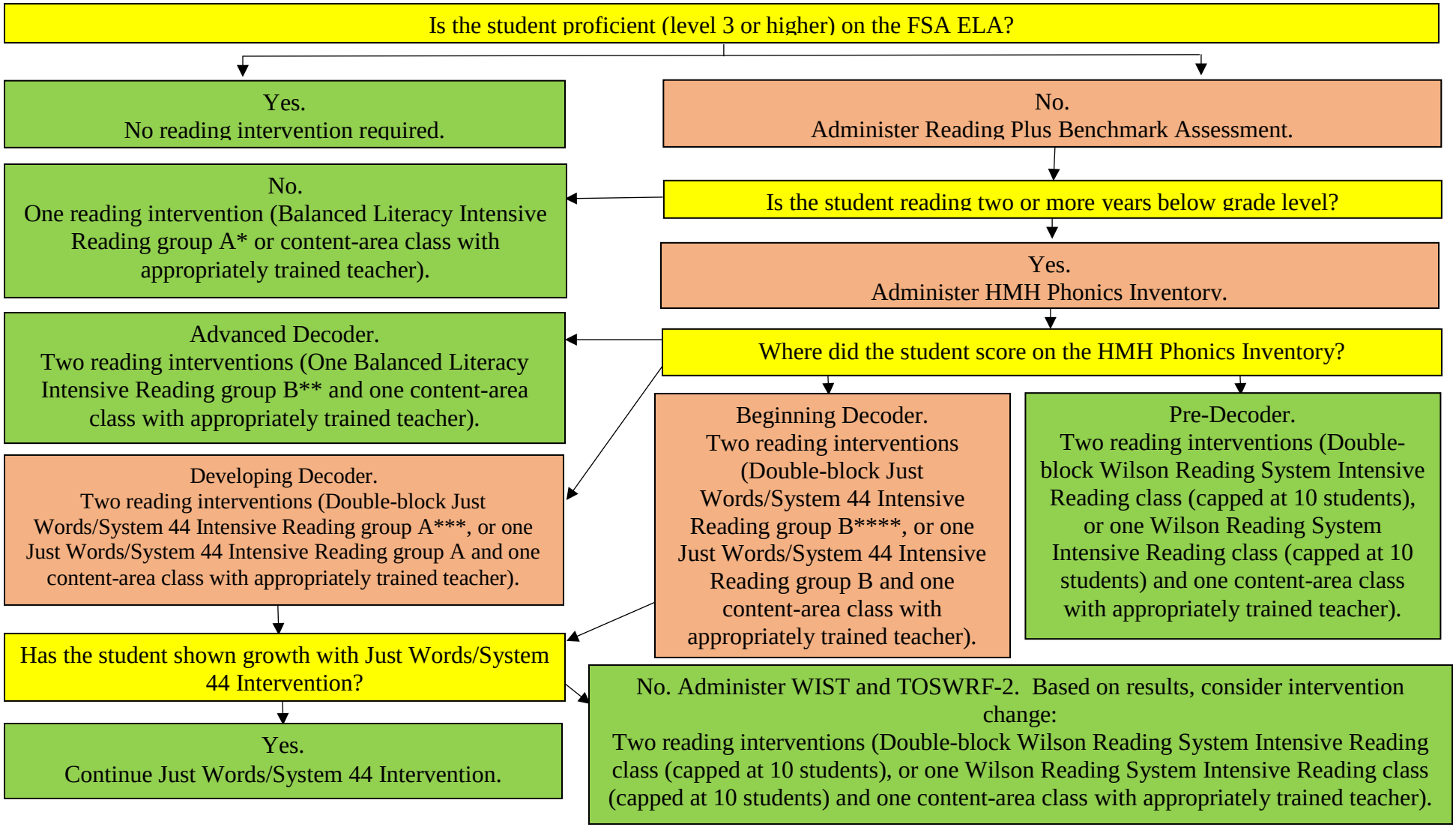
*** Just Words/System 44 Intensive Reading group A students should be grouped together in Intensive Reading classes using the Just Words or System 44 program and with no more than 15 students.

**** Just Words/System 44 Intensive Reading group B students should be grouped together in Intensive Reading classes using the Just Words or System 44 program and with no more than 15 students.

◊ Schools are responsible for notifying parents if a student has a reading deficiency and is receiving interventions.

◊◊ The School Based Team (SBT) may decide to develop an Intensive (Tier 3) Intervention Plan for students who have not responded to a specific reading intervention with the initial intensity provided. Intensive support is the most intensive instruction/intervention and should be teacher directed, as well as based upon an individual student's specific needs. Intensifying instruction/intervention should include a consideration of the following variables: group size, time, intervention integrity, skill/skill set focus, data-based individualization, and interventionist expertise.

Reading Placement Decision Tree – FY19 – Grades 9-12



* Balanced Literacy Intensive Reading group A students should be grouped together in Intensive Reading classes with no more than 22 students.

** Balanced Literacy Intensive Reading group B students should be grouped together in Intensive Reading classes with no more than 22 students.

*** Just Words/System 44 Intensive Reading group A students should be grouped together in Intensive Reading classes using the Just Words or System 44 program and with no more than 15 students.

**** Just Words/System 44 Intensive Reading group B students should be grouped together in Intensive Reading classes using the Just Words or System 44 program and with no more than 15 students.

◊ Schools are responsible for notifying parents if a student has a reading deficiency and is receiving interventions.

◊◊ The School Based Team (SBT) may decide to develop an Intensive (Tier 3) Intervention Plan for students who have not responded to a specific reading intervention with the initial intensity provided. Intensive support is the most intensive instruction/intervention and should be teacher directed, as well as based upon an individual student's specific needs. Intensifying instruction/intervention should include a consideration of the following variables: group size, time, intervention integrity, skill/skill set focus, data-based individualization, and interventionist expertise.

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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Barton Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:00
2. **School dismissal time:** 2:35
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive differentiated instruction, working in book clubs and conducting project-based learning.

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional

hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning,

in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this extra hour of instruction students in grades K-5 are engaged in Whole Group instruction, Differentiated Small Group instruction, and Independent Reading. See attached description of the FY19 60 minute Extended Day Reading Block, Option 1: 3 Phases. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for

schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

   In addition to above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in a variety of mediums, including digital formats. The school district has purchased licenses to supplemental materials in a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal.

APPENDIX C

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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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Belle Glade Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:00
2. **School dismissal time:** 2:35
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to work on project-based learning, independent reading and/or book clubs, MEA (model eliciting activity CPalms).

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training,

provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this extra hour of instruction students in grades K-1 are engaged in Whole Group instruction, Differentiated Small Group instruction, and Independent Reading. See attached description of the FY19 60 minute Extended Day Reading Block, Option 1: 3 Phases.

   During this time students in grades 2-5 receive 2 small groups of instruction, an iReady rotation, and foundational skills. See attached description of the FY19 60 minute Extended Day Reading Block, Option 2: Push in/Double Down Model. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

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2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Dr. Mary McLeod Bethune Elementary

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.

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4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to read independently and work on comprehension.

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional

hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this extra hour of instruction students in grades K-2 are engaged in Whole Group instruction, Differentiated Small Group instruction, and Independent Reading. See attached description of the FY19 60 minute Extended Day Reading Block, Option 1: 3 Phases.

   During this time students in grades 3-5 receive 2 small groups of instruction, an iReady rotation, and foundational skills. See attached description of the FY19 60 minute Extended Day Reading Block, Option 2: Push in/Double Down Model. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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.**

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needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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APPENDIX C

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2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Glade View Elementary

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.

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3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive differentiated instruction and independent literacy practice.

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.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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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.**

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1. **District name:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Gove Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:00
2. **School dismissal time:** 2:35
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms and will be engaged in extending learning activities in the area of writing.

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training,

provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this extra hour of instruction students in grades K-5 are engaged in Whole Group instruction, Differentiated Small Group instruction, and Independent Reading. See attached description of the FY19 60 minute Extended Day Reading Block, Option 1: 3 Phases. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for

schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

   In addition to above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in a variety of mediums, including digital formats. The school district has purchased licenses to supplemental materials in a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal.

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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Grove Park Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:00
2. **School dismissal time:** 2:35
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive small group instruction and prescriptive iReady lessons.

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional

hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this time students in grades K-5 receive 2 small groups of instruction, an iReady rotation, and foundational skills. See attached description of the FY19 60 minute Extended Day Reading Block, Option 2: Push in/Double Down Model. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity

needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

   In addition to above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in a variety of mediums, including digital formats. The school district has purchased licenses to supplemental materials in a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal.

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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Highland Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:00
2. **School dismissal time:** 2:35
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms and will be engaged in activities to enrich their knowledge of the standards.

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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.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this extra hour of instruction students in grades K-5 are engaged in Whole Group instruction, Differentiated Small Group instruction, and Independent Reading. See attached description of the FY19 60 minute Extended Day Reading Block, Option 1: 3 Phases. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

   In addition to above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in a variety of mediums, including digital formats. The school district has purchased licenses to supplemental materials in a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal.

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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Indian Pines Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:00
2. **School dismissal time:** 2:35
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms and students will be conducting student based learning projects.

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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.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this extra hour of instruction students in grades K-5 are engaged in Whole Group instruction, Differentiated Small Group instruction, and Independent Reading. See attached description of the FY19 60 minute Extended Day Reading Block, Option 1: 3 Phases. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

   In addition to above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in a variety of mediums, including digital formats. The school district has purchased licenses to supplemental materials in a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal.

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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Lantana Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:00
2. **School dismissal time:** 2:35
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to participate in differentiated book clubs and enrichment/extension activities.

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional

hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this extra hour of instruction students in grades K-1 are engaged in Whole Group instruction, Differentiated Small Group instruction, and Independent Reading. See attached description of the FY19 60 minute Extended Day Reading Block, Option 1: 3 Phases.

   During this time students in grades 2-5 receive 2 small groups of instruction, an iReady rotation, and foundational skills. See attached description of the FY19 60 minute Extended Day Reading Block, Option 2: Push in/Double Down Model. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

   In addition to above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in a variety of mediums, including digital formats. The school district has purchased licenses to supplemental materials in a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal.

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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Lincoln Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:00
2. **School dismissal time:** 2:35
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to participate in projects and extension activities from mini lessons.

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training,

provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this extra hour of instruction students in grades K are engaged in Whole Group instruction, Differentiated Small Group instruction, and Independent Reading. See attached description of the FY19 60 minute Extended Day Reading Block, Option 1: 3 Phases.

   During this time students in grades 1-5 receive 2 small groups of instruction, an iReady rotation, and foundational skills. See attached description of the FY19 60 minute Extended Day Reading Block, Option 2: Push in/Double Down Model. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

   In addition to above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in a variety of mediums, including digital formats. The school district has purchased licenses to supplemental materials in a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal.

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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Northmore Elementary

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:** 8:10
2. **School dismissal time:** 2:45
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms in 2 small groups of instruction, an iReady rotation, and foundational skills.

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA

scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this extra hour of instruction students in grades K-2 are engaged in Whole Group instruction, Differentiated Small Group instruction, and Independent Reading. See attached description of the FY19 60 minute Extended Day Reading Block, Option 1: 3 Phases.

   During this time students in grades 2-5 receive 2 small groups of instruction, an iReady rotation, and foundational skills. See attached description of the FY19 60 minute Extended Day Reading Block, Option 2: Push in/Double Down Model. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

   In addition to above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in a variety of mediums, including digital formats. The school district has purchased licenses to supplemental materials in a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal.

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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Pahokee Elementary

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:** 8:10
2. **School dismissal time:** 2:45
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to engage in enrichment activities during the extra hour of instruction

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training,

provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this extra hour of instruction students in grades 1-5 are engaged in Whole Group instruction, Differentiated Small Group instruction, and Independent Reading. See attached description of the FY19 60 minute Extended Day Reading Block, Option 1: 3 Phases. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

   During this time students in Kindergarten receive 2 small groups of instruction, an iReady rotation, and foundational skills. See attached description of the FY19 60 minute Extended Day Reading Block, Option 2: Push in/Double Down Model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

   In addition to above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in a variety of mediums, including digital formats. The school district has purchased licenses to supplemental materials in a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal.

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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Pioneer Park Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:00
2. **School dismissal time:** 2:35
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

1. **Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**
   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive small group instruction based on their needs.

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training,

provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this extra hour of instruction students in Kindergarten are engaged in Whole Group instruction, Differentiated Small Group instruction, and Independent Reading. See attached description of the FY19 60 minute Extended Day Reading Block, Option 1: 3 Phases.

   During this time students in grades 2-5 receive 2 small groups of instruction, an iReady rotation, and foundational skills. See attached description of the FY19 60 minute Extended Day Reading Block, Option 2: Push in/Double Down Model. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

   In addition to above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in a variety of mediums, including digital formats. The school district has purchased licenses to supplemental materials in a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal.

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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Pleasant City Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:00
2. **School dismissal time:** 2:35
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive enrichment.

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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.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning,in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this time students in grades K-5 receive 2 small groups of instruction, an iReady rotation, and foundational skills. See attached description of the FY19 60 minute Extended Day Reading Block, Option 2: Push in/Double Down Model. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

   In addition to above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in a variety of mediums, including digital formats. The school district has purchased licenses to supplemental materials in a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal.

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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Rolling Green Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:00
2. **School dismissal time:** 2:35
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to be engaged in extended learning activities.

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA

scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this extra hour of instruction students in grades K-5 are engaged in Whole Group instruction, Differentiated Small Group instruction, and Independent Reading. See attached description of the FY19 60 minute Extended Day Reading Block, Option 1: 3 Phases. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

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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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Roosevelt Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:00
2. **School dismissal time:** 2:35
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive differentiated instruction through comprehension practice and iReady on their instructional levels.

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.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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   During this time students in grades K-5 receive 2 small groups of instruction, an iReadyrotation, and foundational skills. See attached description of the FY19 60 minute Extended Day Reading Block, Option 2: Push in/Double Down Model. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for

   schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

   In addition to above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in a variety of mediums, including digital formats. The school district has purchased licenses to supplemental materials in a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal.

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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** South Grade Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:00
2. **School dismissal time:** 2:35
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive Whole Group Read Aloud Instruction.

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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.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this extra hour of instruction students in grades K-5 are engaged in Whole Group instruction, Differentiated Small Group instruction, and Independent Reading. See attached description of the FY19 60 minute Extended Day Reading Block, Option 1: 3 Phases. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

   In addition to above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in a variety of mediums, including digital formats. The school district has purchased licenses to supplemental materials in a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal.

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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** University Preparatory Academy Palm Beach

Section 2: Length of School Day

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

1. **School start time:** 8:00
2. **School dismissal time:** 3:30
3. **Total number of instructional minutes per day:** 425
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Per our charter, all students participate in our extended day. Students who scored a Level 5 on the FSA were invited to participate in our Advanced Academics Program, an enrichment program for students who excel academically.

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   Teachers and reading specialists who have been identified as both effective and highly effective are responsible for intensive reading instruction. To ensure teachers are effective, they receive extensive professional development by licensed LLI consultants and also hold advanced degrees. In addition, teachers and specialists receive refreshers throughout the year. To determine teacher's effectiveness, growth is monitored regularly since an achievement gap exists as well as frequent

observations. Immediate feedback is provided to ensure students are progressing at an appropriate rate. Student data is entered into a rolling tracker and an analysis is done within 48 hours of an assessment.

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.**

   University Preparatory Academy will utilize the research-based intensive reading curriculum, Leveled Literacy Intervention. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention designed for children who find reading and writing difficult. LLI is designed to bring children quickly up to grade-level competency. This program has proven results at the district level, as well as throughout University Preparatory Academy. Student data is entered into a tracker to ensure progress is being accelerated. This tracker proves the effectiveness of the teacher as well as the program.

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

   Teachers used assessments from the core reading comprehension curriculum, KIPP, as well as iii (LLI) data collection forms, SDPBC RRR assessments, Benchmark assessments, iReady assessments, as well as FSQs to identify and group students by their strengths and next steps and match appropriate instruction during the extra hour of instruction.

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

   Analysis of student's iReady diagnostics provided tailored lessons from the iReady Toolbox. These lessons target skills that students need support in, including phonics, phonemic awareness, vocabulary, high frequency words and comprehension. Teachers also implement resources from the Florida Center for Reading Research (fcrr.org) to support students to improve fluency.

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.**

   Instructional materials used with students in the additional hour of reading include Leveled Literacy Intervention (LLI), I-Ready Student Instruction Books and Trade Books.

University Preparatory Academy

60 Minute Extended Day Reading Block

	Kindergarten, 1st, and 2nd	3rd, 4th , & 5th
Phase 1: August	• 30 Min. Whole Group Foundational Skills: - Phonological Awareness and Phonics - Explicit Instruction and Practice • 30 Min. Individual Assessments - SDPBC Literacy Assessment System and FLKRS	• 30 Min. Whole Group Foundational Skills: - Phonics and Fluency - Explicit Instruction and Practice • 30 Min. Individual Assessments - SDPBC Literacy Assessment System and FLKRS
Phase 2: September to December	**60 Minutes of Differentiated Instruction/ Independent Practice** • 20 Min. Whole Group - Emergent Storybook Reading and/or Oral Language Practice • 20 Min. Differentiated Instruction - Conduct one small group - Emergent story book and oral language practice • 20 Min. Independent Practice - Foundational skills practice - Phonological Awareness and Phonics practice	**60 Minutes of Differentiated Instruction/ Independent Practice** • 20 Min. Differentiated Instruction - Teacher conducted small group - Data driven Standards-Based Instruction • 20 Min. Small Group Instruction - Resource/Specials teacher conducted small group - Grade level Standards-Based Instruction • 20 Min. Independent Practice - iReady computer-based adaptive instruction - Comprehension Activities - Independent Reading
Phase 3: January to June	**60 Minutes of Differentiated Instruction/ Independent Practice** • 20 Min. Whole Group - Emergent Storybook Reading and/or Oral Language Practice • 20 Min. Differentiated Instruction - Conduct one small group - Emergent story book and oral language practice • 20 Min. Independent Practice - Foundational skills practice - Phonological Awareness and Phonics practice	**60 Minutes of Differentiated Instruction/ Independent Practice** • 20 Min. Differentiated Instruction - Teacher conducted small group - Explict standards based instruction • 20 Min. Small Group Instruction - Resource/Specials teacher conducted small group - Grade level Standards-Based Instruction • 20 Min. Independent Practice - iReady computer-based adaptive instruction - Comprehension Activities - Independent Reading

Students were grouped across the grade level by identified area of reading deficiency. Additional staff should push in to classrooms so there are two teachers in the classroom at a time.

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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** West Riviera Elementary

Section 2: Length of School Day

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

1. **School start time:** 8:00
2. **School dismissal time:** 2:35
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive small group instruction based on their needs.

2. **The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training,

provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Running Record Level 1, Reading Running Record Level 2, Phonics and Word Study, and Infusing Go-To Strategies into Content Literacy to ensure their effectiveness in the teaching of reading.

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 this time students in grades K-5 receive 2 small groups of instruction, an iReadyrotation, and foundational skills. See attached description of the FY19 60 minute Extended Day Reading Block, Option 2: Push in/Double Down Model. This model was used last year in the District. Our results of the FY18 FSA in grades 3-5 and in Learning Gains demonstrated growth in our students and the success of this model.

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

   Teachers in grades K-5 will administer the SDPBC K-5 Literacy Assessment data three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the iReady Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 2-5 the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

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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.**

   Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for immediate intensive intervention (iii), Tier 2, and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress.

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 Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, which include informational text in a variety of mediums in different content areas. The school district has purchased licenses to a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals are monitoring their teachers' use of informational text for each content area.

   In addition to above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in a variety of mediums, including digital formats. The school district has purchased licenses to supplemental materials in a variety of digital resources, including multimedia informational texts, which are available to teachers and students through our district portal.