

Pinellas 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: Holly Slaughter

Contact Email: slaughterh@pcsb.org

Contact Telephone: 727.588.6090

District-Level Leadership

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

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

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Performance Goals							
State Overall FSA-ELA	52	*	54	*	56	*	58
		53				57	59
District Overall FSA-ELA	51		52	55	52		

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	49	53	51	55	50	57	59

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	32	36	28	37	26	24
White/Hispanic	18	17	19	15	20	12	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	24	28	22	29	20	18
Students with Disabilities/Students without Disabilities	36	32	37	28	37	26	24
English Language Learners/ Non-English Language Learners	31	36	35	31	31	22	20

* 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.

In addition to the K12 Reading Plan, our District Strategic Plan supports the work that is outlined to improve student achievement. There is alignment as evidenced through Strategic Goal 1: Increase student achievement resulting in improvements for each school's learning gains, grade level proficiency rates, graduation rates, and school grade designations of A, B, or C; Strategic Goal 2: Ensure curriculum, instruction, and assessment is designed and delivered with a focus on content rigor, student engagement, and continuous improvement of academic achievement; Strategic Goal 4 (Bridging the Gap) – provide equity and excellence of education by increasing overall performance and eliminating the gaps between minority and non-minority student outcomes by reducing the disparity in graduation rates, proficiency scores on assessments, participation and performance in accelerated courses, disciplinary infractions, and placement in exceptional student education programs.

Specific to the K12 Plan, the expenditures focus in 4 main categories:

- Intervention teachers –teachers supporting struggling readers in both middle and high school.
- Extended Day for L300 identified schools – intensive reading instruction to ensure focus in the area of reading in each of our identified schools.
- Summer Bridge – for retained 3rd graders, funds support the curriculum, instruction, and assessment of retained 3rd graders for an intensive summer program with the goal of increasing the opportunities for students to be promoted and successful at the next grade level.
- Intervention and supplementary materials – at the elementary level, these funds support the purchase of additional intervention materials as well as the use of MyOn electronic readers to engage students in reading on a 24/7 basis

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?

At the district office, each level (elementary, middle, and high school) has support teams that monitor data on a regular basis. These teams are led by the Executive Director and specific content specialists supporting the processes.

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.

Elementary (K-5): Teachers administer at least two cycle assessments using NWEA MAP aligned to the Language Arts Florida Standards (LAFS). Additionally, students in need of remediation are administered Running Records three times each year. Students also take a monthly assessment (ISIP) using Istation. K-5 students also participate in a writing assessment twice a year. Students receiving instruction on access standards will take a minimum of two curriculum-based benchmark measures to monitor individual growth. Ongoing formative assessments inform instruction and progress at the classroom level. This data is monitored by district and school administrators and teachers.

Secondary (6-12): Teachers administer two cycle assessments aligned to the Language Arts Florida Standards (LAFS). Additionally, middle school students in need of remediation take the Reading Inventory (RI) to monitor Lexile growth. High school students in need of remediation take the Reading Plus InSight assessment or district created standards-based cycle assessments. Ongoing formative assessments inform instruction and progress at the classroom level. This data is monitored by district and school administrators and teachers.

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

- Progress monitoring data is collected and reviewed by district staff 3 times per year.
- Administrators use the Marzano Framework to assess whether instruction in the 45 and/or 90 minute reading blocks are systematic, explicit, and standards-based using data through observation; they collect evidence via Professional Learning Community (PLC) actions. Evidence is collected by administrators no less than 4 times per year for each teacher. Specific times vary, however, 2 observations should occur in the first semester.
- Content specialists monitor and analyze data following each instructional/assessment cycle.
- Elementary master schedules are reviewed and approved by district staff to ensure reading instruction is appropriately scheduled prior to the beginning of the next school year.
- Students with disabilities are instructed on Florida Access Standards to meet the individual learner needs aligned to modified ELA ACCESS Points during the 90 minute block.

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

Area Superintendents, Executive Directors, content specialists and district staff developers and district MTSS specialists

Elementary (K-5):

Each elementary school has a School Based Leadership Team (SBLT)/Multi-Tier Systems of Support (MTSS) Team. This team is responsible for monitoring student progress and making instructional decisions based on data. After a number of data points, the SBLT determines whether the intervention/s the student receives is effectively closing the gap. If it is determined that the intervention is not closing the gap, the SBLT adjusts the intensity, the frequency, the duration or the intervention itself. When students do not respond to interventions, students continue with core instruction. This includes explicit instruction that follows a developmental reading continuum including instruction with comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing. Students will also receive daily small group differentiated instruction targeted to meet the students' instructional needs. In addition, students receive intensive intervention outside the reading block on a daily basis during the dedicated intervention block. The content and intensity of the instruction will be determined by running record data and other points of data. Other points of data may include Istation, DIBELS, modules assessments, teacher observations, anecdotal records, on-going running records, formative assessments, and student writing samples. The SBLT/MTSS Team will evaluate instruction and progress by considering the following factors:

- Appropriateness or effectiveness of the intervention (Is a change needed?)
- Frequency of the intervention (Does the strategy/skill need to be presented more often?)
- Group size (Does the size of the group need to be reduced?)

We use multiple data points including Running Record data, AIMS Web and Istation data to progress monitor students performing below grade level. Students receiving Tier 3 intervention support are entered into the AIMS Web database. Each elementary school has a School Based Leadership Team (SBLT)/Multi-Tier Student Success Team. This team is responsible for monitoring student progress and making instructional decisions based on data. After a number of data points, the SBLT determines whether the intervention/s the student receives is effectively closing the gap. If it is determined that the intervention is not closing the gap, the SBLT adjusts the intensity, the frequency, the duration or the intervention itself.

In addition, we have provided each elementary school with Leveled Literacy Intervention materials. We have created a database to monitor all the students receiving the LLI intervention. Two reading coaches are assigned to monitor the district-wide data.

Secondary:

Students who are not progressing toward their goals will continue with core instruction and are scheduled into an intensive reading course or a content course with literacy emphasis based on the degree of their deficiency. English language arts and reading teachers ensure appropriate instruction and scaffolding for both students in need of remediation/acceleration and with reading performance on or above grade level. Scaffolding ensures all students experience grade-level appropriate complex text. ELLs are instructed through the use of appropriate strategies and supports that make the

reading/literacy instruction comprehensible to ELLs at their level of English language proficiency, based on the language proficiency levels by language domain. Grade-appropriate, comprehensible instruction equal in scope, sequence and quality to that of their non-ELL peers is provided to ELLs at their level of language proficiency. The use of WIDA English Language Development (ELD) Standards in lesson planning ensures that ELLs are provided access to Florida Standards through comprehensible input appropriate to each ELL's level of language proficiency for each language domain: listening, speaking, reading and writing.

English language proficiency data is utilized to differentiate instruction in meeting the needs of ELLs. WIDA ELD Standards, Can Do Descriptors, WIDA rubrics, WIDA Model Performance Indicators (MPIs), appropriate sensory, graphic and interactive supports are utilized to accompany existing curriculum guides and/or pacing maps across K-12 to ensure ongoing adjustment to instruction in response to ELL student learning. Targeted PD is developed and implemented to meet the needs of schools with varied ELL population as well as individual ELL student needs. Ongoing progress monitoring is done by the ESOL teachers, ESOL staff developers and the ESOL Specialist.

In addition to core instruction, Students with Disabilities are provided Specially Designed Instruction which is intentional, explicit instruction based on a student's individual needs as reflected in the IEP goals. On-going progress monitoring using curriculum-based measures is collected and analyzed by the ESE teacher according to the schedule indicated in the IEP.

Evidence is collected every two weeks. Teachers meet in monthly PLC's data chats to discuss data, analyze data, and plan instruction based on data that are attended and monitored by the principal/assistant principals, and literacy coach (when applicable).

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?

Area Superintendents, executive directors, content specialists and district staff developers

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

Through the district's Instructional Support Model (ISM), content specialists and administrators conduct ongoing classroom observations that provide schools with data regarding the following instructional practices: standards-based instruction (SBI); standards-based tasks (SBT); level of rigor; cognitive engagement and monitoring of learning; student-centered environment supporting UDL principles; and pacing. Schools receive both quantitative and qualitative data as a result of the ISM visits. Data is collected at each ISM visit. Schools' performance data determines the number of ISM visits. Schools receive a minimum of 2 ISM visits per year. These occur once during the first semester and once during the second semester. The ISM team includes a content specialist and an ESE specialist. Each member collects data using an ISM walkthrough form. During the walk-throughs, glows, grows, and next steps are discussed and time-lined. Area superintendents follow up with a visit two weeks after the ISM visit to monitor progress. The data is collected in an online system and shared with schools to identify and monitor growth and areas of focus. Depending on level of priority, some schools participate in monthly visits. This means data is collected every four weeks. These schools are monitored by the Transformation Team including the Director of Transformation and her staff (two literacy coaches, two math coaches, an assistant director, as well as the area superintendent). The data collection results are available to schools and district staff through a district dashboard.

Administrators use the Marzano Framework to assess whether instruction is systematic and explicit using data through observation; they also collect evidence of Professional Learning Community (PLC) actions/outcomes and reviewing teacher lesson plans

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

Schools' performance data determines the number of ISM visits . Schools receive a minimum of 2 ISM visits per year. Other schools receive monthly visits.

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?

All content specialists

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?

Students are provided daily access to both literary and informational texts through their classroom libraries. Elementary books are leveled through the use of the Fountas and Pinnell leveling system. When ordering informational books, the reading department partners with the content area specialists (Health, Science, Social Studies). These content area specialists make recommendations for purchasing informational text to support the content areas. The libraries are organized by both level and genre, giving students a wide variety of texts from which to choose. Attention is being paid to increasing digital resources to extend learning outside of the school day.

Resources include but are not limited to Learn360, Learning Ally, Teachingbooks.net, Britannica, Safari Montage, Common Lit, Visual Thesaurus, Soundzaboard, BrainPop, The Library of Congress – American Memory, Cable in the Classroom, Gale Powersearch, Flocabulary, The Library of Congress (<http://www.loc.gov/index.html>), The Ancient, Medieval, and Modern Sourcebooks (<http://www.fordham.edu/Halsall/index.asp>), and National Archives and Records Administration (<http://www.archives.gov/>). Additionally, curriculum for ELA includes a digital component of the HMH Collections.

Elementary students are administered a running record and receive an independent reading level that corresponds to the library leveling system; secondary students receive Lexile levels. Teachers then work with students using this level to match them to appropriate levels of text. Classroom libraries are utilized daily to support strategy lessons, conferring and writing in response to reading. Students are provided opportunities to read independently, with partners and in book clubs. Students are held accountable for thinking through accountable talk, conferring (both individual and small group), and written response. In addition, students keep track of their reading through reading logs, which can assist the teacher in matching students to appropriate books. This process is monitored at the school level by the Literacy Leadership Team.

Grade level focus teams meet frequently throughout the year to make recommendations for text purchases. Referendum dollars are used to purchase books for students as well as provide copies of class sets of grade level text that can be read closely, marked up, and are aligned to standards.

Each school is provided with school-based referendum funds (based on student enrollment) to spend on classroom libraries and/or digital books. School administrators survey staff and students to determine how they will spend the funds. They meet as a Literacy Leadership Team, complete a plan, and turn the plan in to the district content specialist for approval. This process is monitored at the district level by the content area specialist and the ELA Referendum Committee.

Content areas collaborate among departments and with schools to determine resources available to teachers to develop text sets that include complex texts around specific topics.

Resources for accessing a variety of increasingly complex texts through multiple mediums are posted on our learning management system.

Professional development is provided to teachers and administrators to use these materials.

The Exceptional Student Education (ESE) department provides additional resources

to support specially designed Instruction. District staff, content specialists, and the referendum committee will monitor the access to a variety of complex text. The English for Speakers of Other Languages (ESOL) department provides resources to support effective instruction for ELLs and to ensure their access to informational text for each content area in a variety of mediums.

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?

All content specialists and district staff developers.

Content Specialists provide curricular resources for teachers that support Universal Design for Learning Guidelines including multiple means of representation, action and expression, and engagement. Resources for accessing a variety of tools through multiple mediums are posted on our learning management system.

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)?

Data regarding the use of Universal Design for Learning (UDL) principles for effective instructional design and delivery is collected and next steps are identified to ensure all classrooms are accessible to the full range of learners. Through the district's Instructional Support Model (ISM), content specialists and administrators conduct ongoing classroom observations that provide schools with data regarding this same goal and focused upon supporting a student-centered environment supporting UDL principles. Schools receive both quantitative and qualitative data as a result of the ISM visits--along with providing tools and resource and assist with observing and supporting teachers with UDL and Personalized Learning. Additionally, content specialists review data via literacy coach logs weekly which highlight progress, concerns, and next steps to ensure all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design and deliver. Logs include weekly reflection upon data collected through observation; they also collect evidence of Professional Learning Community (PLC) actions/outcomes and through co-planning lesson plans with teachers

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

Schools receive a minimum of 2 ISM visits per year determined by priority. Staff developer support is ongoing throughout the year in response to the data collected.

- 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?**

Reading Specialists

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

\$500,000.00

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

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?

Executive Director of Elementary, K-5 ELA Specialist, and ESE Specialist.

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

Yes. Additionally, operating and IDEA funds will be used for this training.

Reading/Literacy Coaches

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

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

Bachelor's degree from an accredited college or university. Florida teaching certificate. Reading certification or add-on Reading Endorsement. Three years of related professional experience. Demonstrated knowledge of scientifically based reading research. Preferences: Advanced coursework in reading. Experience conducting training and curriculum development. Sound knowledge of subject area and the instructional shifts required of the Florida Standards. Demonstrated expertise in interpersonal and time-management skills.

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

None.

- 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. Criteria for coach placement is driven by student performance data as well as expertise of the administration and faculty in reading assessment, instruction, and intervention. All elementary schools receive a range of coaching support based on data, utilizing the just-in-time coaching model. Schools designated as 'high-need' receive 100% embedded coaching support. In middle school, highest need middle schools receive 100% embedded coaching support. In addition, middle schools receive a range of coaching support based on data utilizing the just-in-time coaching model. In high schools, we follow the same process in that schools designated as high-need receive 100% embedded support while a range of support is available to all high schools using the just-in-time model.

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

- Elementary:0
- Middle:0
- High:0

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

Literacy coaches are appraised using the Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model. Beyond this appraisal, the effectiveness of a coach is measured through ISM data that is collected and reviewed by the teaching and learning team. AAR (Accountability, Assessment, and Measurement) monitors the effectiveness of coaches by linking coaching logs to teacher data and studying growth over time.

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

0

Supports for Identification and Intervention of Students With Reading Deficiencies

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

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

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

All regular middle and high schools and L300 elementary schools

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

yes

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

- a. Elementary:36
- b. Middle:21
- c. High:16

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

\$4,337,560.00

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

Leveled Literacy Intervention materials & Jan Richardson's Literacy Footprints Guided Reading Kits, Benchmark Guided Reading materials.

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

500,000

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

IDEA funds

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Holly Slaughter
2. **Email Address:** slaughterh@pcsb.org
3. **Phone Number:** 727.588.6090
4. **Please list the schools which will host a SRC:**

Bauder, Bear Creek, Belleair, Blanton, Campbell Park, Cross Bayou, Cypress Woods, Dunedin, Fairmount Park, Frontier, Gulfport, Mildred Helms, High Point, Lakewood, Lealman, Leila Davis, Maximo, McMullen Booth, Melrose, Mount Vernon, Oldsmar, Perkins, Pinellas Park, Ponce de Leon, Ridgecrest, Safety Harbor, Sandy Lane, 74th Street, Sexton, Skycrest, Skyview, Sutherland, Tarpon Springs, Walsingham, Woodlawn

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:**6/5/18
 - b. **Which days of the week is SRC offered:** M-Th
 - c. **Number of instructional hours per day in reading:** 3.5
 - d. **End Date:**7/19/18
 - e. **Total number of instructional hours of reading:** 80.5

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

yes

7. What is the anticipated teacher/student ratio?

1:15

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

Summer Bridge is available for all grade levels

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

Pre/post assessment using MAP data as well as monthly ISIP data (Istation)

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

Please use the table below review your projected expenditures using the following steps:

Estimated proportional share distributed to district charter schools	267,117
District expenditures on reading coaches	0
District expenditures on intervention teachers	2,100,983
District expenditures on supplemental materials or interventions	500,000
District expenditures on professional development	0
District expenditures on summer reading camps	200,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	1,269,460
Flexible Categorical Spending	0
Sum of Expenditures	4,337,560
Amount of district research-based reading instruction allocation for 2018-2019	4,337,560

APPENDIX A

Reading Continuum of Services
March 12, 2018

Purpose:

1. Establish a clear and coherent set of curricula to support student literacy
2. Ensure there is proper alignment with all reading efforts in the district
3. Determine when/how a school chooses a different resource and level of support for students
4. Ensure schools understand how to obtain training and coaching support for resources
5. Define costs and identify any unmet needs for student literacy

Agenda

1. Review objectives
2. Discuss and review current materials, resources and current situation
3. Identify opportunities to strengthen current program

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

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

Pinellas K-5 Decision Tree, Chart DT1

Grade K ELA				
Cycle	Proficient GREEN	Approaching Proficiency YELLOW	Deficient (D*) PMP Needed RED	Substantially Deficient (D**) PMP Needed RED
AUG.	NA	NA	NA	Retained in Grade K
1	STAR 530 or above	STAR 497-529	STAR 438-496	STAR 437 and below
2	MAP 41-99 %ile OR RR Level A or above (highest score)	MAP 21-40 %ile OR Rubric Score of 1 or above on letter sounds (10-15 sounds) AND Rubric Score of 1 or above on sight words (8- 16 sight words) on the K FAC	MAP 11-20 %ile OR Rubric Score of 0 on letter sounds (9 or less sounds) OR Rubric Score of 0 on sight words (7 or less sight words) on the K FAC	MAP 1-10 th %ile OR Rubric Score of 0 on letter sounds (9 or less sounds) AND Rubric Score of 0 on sight words (7 or less sight words) on the K FAC
3	MAP 41-99 %ile OR RR Level D or above (highest score)	MAP 21-40 %ile OR RR Level C (highest score)	MAP 11-20 %ile OR RR Level A/B (highest score)	MAP 1-10 th %ile AND RR Level PreA

Grade 1 ELA				
Cycle	Proficient GREEN	Approaching Proficiency YELLOW	Deficient (D*) PMP Needed RED	Substantially Deficient (D**) PMP Needed RED
AUG.	NA	NA	Reading Record Independent or Instructional Level A or B from end of year Kindergarten	<ul style="list-style-type: none"> Retained in Grade 1 OR Reading Record Independent or Instructional Working in PreA routine from end of year Kindergarten
1	MAP 41-99 %ile OR RR Level D or above (highest score)	MAP 21-40 %ile OR RR Level C (highest score)	MAP 11-20 %ile OR RR Level B (highest score)	MAP 1-10 th %ile AND RR Level A or below A
2	MAP 41-99 %ile OR RR Level G or above (highest score)	MAP 21-40 %ile OR RR Level E or F (highest score)	R MAP 11-20 %ile OR R Level D (highest score)	MAP 1-10 th %ile AND RR Level C or below
3	MAP 41-99 %ile OR RR Level J or above (highest score)	MAP 21-40 %ile OR RR Level H or I (highest score)	MAP 11-20 %ile OR RR Level F or G (highest score)	MAP 1-10 th %ile AND RR Level E or below

Grade 2 ELA

Cycle	Proficient GREEN	Approaching Proficiency YELLOW	Deficient (D*) PMP Needed RED	Substantially Deficient (D**) PMP Needed RED
AUG.	NA	NA	SAT 10 Stanine = 2 or 3 (Total Reading) (If no Total Reading score, then, Stanine 2 or 3 in Reading Comprehension) OR Spring MAP score 11-20 %ile	<ul style="list-style-type: none"> Retained in Grade 2 OR SAT 10 Stanine = 1 (Total Reading) (If no Total Reading score, then, Stanine 1 in Reading Comprehension) OR Spring MAP score 1-10 %ile
1	MAP 41-99 %ile OR RR Level J or above (highest score)	MAP 21-40 %ile OR RR Level H or I (highest score)	MAP 11-20 %ile OR RR Level B (highest score)	MAP 1-10 %ile AND RR Level A or below A
2	MAP 41-99 %ile OR RR Level L or above (highest score)	MAP 21-40 %ile OR RR Level J or K (highest score)	MAP 11-20 %ile OR H Level I (highest score)	MAP 1-10 %ile AND RR Level G or below
3	MAP 41-99 %ile OR RR Level M or above (highest score)	MAP 21-40 %ile OR RR Level L (highest score)	MAP 11-20 %ile OR RR Level K (highest score)	MAP 1-10 %ile AND RR Level J or below

K-2

If proficient, then...	Materials
<p>Continue with Core Reading Program. Provide enhanced instruction that follows a developmental reading continuum including instruction with higher-level comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing.</p> <p>Provide small group differentiated instruction targeted to meet the instructional needs of students. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block on a regular basis. Use Kindergarten Formative Assessment Checks and/or reading record level and analysis to determine differentiated instruction required for students.</p>	<p>Modules Curriculum including Journeys</p> <p>Jan Richardson's Guided Reading Routine</p> <p>Istation (30 minutes per week)</p>
If approaching proficiency, then...	Materials
<p>Continue with Core Reading Program. Provide explicit instruction that follows a developmental reading continuum including instruction with higher level and on-level comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing.</p> <p>Provide small group differentiated instruction targeted to meet the instructional needs of students. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block and <u>may receive</u> additional differentiation outside the reading block, if indicated, on a regular</p>	<p>Modules Curriculum including Journeys</p> <p>Jan Richardson's Pre-A Routine Jan Richardson's Alphabet Tracing Routine</p>

<p>basis. The content and intensity of this intervention will be determined by reading record data and/or other points of data. Other points of data may include Kindergarten Formative Assessment Checks, Istation, modules assessments, teacher observations, anecdotal records, on-going reading records, formative assessments, and student writing. The Jan Richardson Routine includes explicit, systematic, and multi-sensory components and is designed to meet the needs of a small group of children.</p> <p>Teachers will need to evaluate the instruction by considering the following factors:</p> <ul style="list-style-type: none"> • appropriateness or effectiveness of the intervention (Is a change needed?). • frequency of the intervention (Does the strategy/skill need to be presented more often?). • group size (Does the size of the group need to be reduced?) 	<p>Leveled Literacy Intervention (LLI)</p> <p>Istation (60 minutes per week)</p>
<p>If deficient, then...</p>	<p>Materials</p>
<p>Continue with Core Reading Program. Provide explicit instruction that follows a developmental reading continuum including instruction with on-level comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing.</p> <p>A PMP (Progress Monitoring Plan) is required for these students. This document requires the parent of any student who exhibits a reading deficiency to be notified in writing of the following: that the child has a deficiency, a description of the current services provided to the child, a description of proposed services that are designed to remediate the identified area of reading deficiency, strategies for parents to use to help their child succeed, along with promotion/retention policies.</p> <p>Provide small group differentiated instruction targeted to meet the instructional needs of students. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block on a daily basis.</p> <p>Students scoring at this level MUST receive intensive intervention outside the reading block on a daily basis. This may be administered by the classroom teacher or by another certified staff member. The content and intensity of this intervention will be determined by reading record data and other points of data. Other points of data may include Kindergarten Formative Assessment Checks, Istation, modules assessments, teacher observations, anecdotal records, on-going reading records, formative assessments, and student writing. Both the Jan Richardson Routine and Spire/iSpire include explicit, systematic, and multi-sensory components and are designed to meet the needs of a small group of children.</p> <p>Teachers will need to evaluate the instruction by considering the following factors:</p>	<p>Modules Curriculum including Journeys</p> <p>Jan Richardson’s Pre-A Routine Jan Richardson’s Alphabet Tracing Routine Nemours Level 2 Istation (60-90 minutes per week) IRLA Foundational Skills Toolkits Spire/iSpire</p>

<ul style="list-style-type: none"> • appropriateness or effectiveness of the intervention (Is a change needed?). • frequency of the intervention (Does the strategy/skill need to be presented more often?). • group size (Does the size of the group need to be reduced?) <p>For students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided, one of the following will occur:</p> <ul style="list-style-type: none"> • Increase the amount of time for the intervention (more minutes per day or more days per week) • Decrease the group size of the intervention group • Change the intervention program or materials, if appropriate 	
<p>If substantially deficient, then...</p>	<p>Materials</p>
<p>Continue with Core Reading Program. Provide explicit instruction that follows a developmental reading continuum including instruction with on-level comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing.</p> <p>A PMP (Progress Monitoring Plan) is required for these students. A PMP (Progress Monitoring Plan) is required for these students. This document requires the parent of any student who exhibits a substantial reading deficiency to be notified in writing of the following: that the child has a deficiency, a description of the current services provided to the child, a description of proposed services that are designed to remediate the identified area of reading deficiency, strategies for parents to use to help their child succeed, along with promotion/retention policies.</p> <p>Provide small group differentiated instruction targeted to meet the instructional needs of students. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block on a daily basis.</p> <p>Students scoring at this level <u>MUST receive ADDITIONAL intensive intervention outside the reading block on a daily basis.</u> This may be administered by the classroom teacher or by another certified staff member. The content and intensity of this intervention will be determined by reading record data and other points of data. Other points of data may include Kindergarten Formative Assessment Checks, Istation, modules assessments, teacher observations, anecdotal records, on-going reading records, formative assessments, and student writing. Both the Jan Richardson Routine and Spire/iSpire include explicit, systematic, and multi-sensory components and are designed to meet the needs of a small group of children.</p> <p>Teachers will need to evaluate the instruction by considering the following factors:</p> <ul style="list-style-type: none"> • appropriateness or effectiveness of the intervention (Is a change needed?). • frequency of the intervention (Does the strategy/skill need to be presented more often?). • group size (Does the size of the group need to be reduced?) <p>For students who have not responded to a specific reading intervention</p>	<p>Modules Curriculum including Journeys</p> <p>Jan Richardson's Guided Reading Routine</p> <p>Jan Richardson's One-on-one Guided Reading Routine/Pre-A Routine</p> <p>Istation (90 minutes per week)</p> <p>Leveled Literacy Intervention (LLI) with a smaller group size IRLA Foundational Skills Toolkits Nemours Level 2 Spire/iSpire</p>

<p>with the initial intensity (time and group size) provided, one of the following will occur:</p> <ul style="list-style-type: none">• Increase the amount of time for the intervention (more minutes per day or more days per week)• Decrease the group size of the intervention group• Change the intervention program or materials, if appropriate	
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Grade 3 ELA				
	Proficient GREEN	Approaching YELLOW	Deficient (D*) PMP Needed RED	Substantially Deficient (D**) PMP Needed RED
AUG.	NA	NA	SAT 10 Stanine = 2 or 3 (Total Reading) (If no Total Reading score, then, Stanine 2 or 3 in Reading Comprehension OR Spring MAP score 11-20 %ile)	<ul style="list-style-type: none"> Retained in Grade 3 OR SAT 10 Stanine = 1 (Total Reading) (If no Total Reading score, then, Stanine 1 in Reading Comprehension) OR Spring MAP score 1-10 %ile
1	MAP 41-99 %ile OR Sept. Istation Overall Reading score 235 or above (highest score)	MAP 21-40 %ile OR Sept. Istation Overall Reading score 224 -234 (highest score)	MAP 11-20 %ile OR Sept. Istation Overall Reading score 217-223 (highest score)	MAP 1-10 %ile AND Sept. Istation Overall Reading score 216 or below
2	MAP 41-99 %ile OR Dec. Istation Overall Reading score 239 or above (highest score)	MAP 21-40 %ile OR Dec. Istation Overall Reading score 227-238 (highest score)	MAP 11-20 %ile Dec. Istation Overall Reading score 219-226 (highest score)	MAP 1-10 %ile Dec. Istation Overall Reading score 218 or below
3	MAP 41-99 %ile OR March Istation Overall Reading score 242 or above (highest score)	MAP 21-40 %ile OR March Istation Overall Reading score 230-241 (highest score)	MAP 11-20 %ile OR March Istation Overall Reading score 222-229 (highest score)	MAP 1-10 %ile March Istation Overall Reading score 221 or below

Grade 4 ELA				
Cycle	Proficient GREEN	Approaching Proficiency YELLOW	Deficient (D*) PMP Needed RED	Substantially Deficient (D**) PMP Needed RED
AUG.	NA	NA	Student scored in <u>Level 2 on FSA</u>	<ul style="list-style-type: none"> Retained in Grade 4 OR Student scored in <u>Level 1 on FSA</u>
1	MAP 41-99 %ile OR Sept. Istation Overall Reading score 1792 or above (highest score)	MAP 21-40 %ile OR Sept. Istation Overall Reading score 1695-1791 (highest score)	MAP 11-20 %ile OR Sept. Istation Overall Reading score 1623-1694 (highest score)	MAP 1-10 %ile AND Sept. Istation Overall Reading score 1622 or below
2	MAP 41-99 %ile OR Dec. Istation Overall Reading score 1832 or above (highest score)	MAP 21-40 %ile OR Dec. Istation Overall Reading score 1732-1831 (highest score)	MAP 11-20^h %ile OR Dec. Istation Overall Reading score 1658-1731 (highest score)	MAP 1-10 %ile AND Dec. Istation Overall Reading score 1657 or below

Grade 5 ELA

Cycle	Proficient GREEN	Approaching Proficiency YELLOW	Deficient (D*) PMP Needed RED	Substantially Deficient (D**) PMP Needed RED
AUG.	NA	NA	Student scored in <u>Level 2 on FSA</u>	<ul style="list-style-type: none"> Retained in Grade 5 OR Student scored in <u>Level 1 on FSA</u>
1	MAP 41-99 %ile OR Sept. Istation Overall Reading score 1888 or above (highest score)	MAP 21-40 %ile OR Sept. Istation Overall Reading score 1789-1887 (highest score)	MAP 11-20 %ile OR Sept. Istation Overall Reading score 1716-1788 (highest score)	MAP 1-10 %ile AND Sept. Istation Overall Reading score 1715-or below
2	MAP 41-99 %ile OR Dec. Istation Overall Reading score 1917 or above (highest score)	MAP 21-40 %ile OR Dec. Istation Overall Reading score 1810-1916 (highest score)	MAP 11-20 ^h %ile OR Dec. Istation Overall Reading score 1731-1809 (highest score)	MAP 1-10 %ile AND Dec. Istation Overall Reading score 1730-or below

Grades 3-5

If proficient, then...	Materials
<p>Continue with Core Reading Program. Provide enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing.</p> <p>Provide small group differentiated instruction targeted to meet the instructional needs of students. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block on a regular basis. Use reading record level and analysis to determine differentiated instruction required for students.</p>	<p>Modules Curriculum including Journeys</p> <p>Jan Richardson's Guided Reading Routine</p> <p>Istation (30 minutes per week)</p>
If approaching proficiency, then...	Materials
<p>Continue with Core Reading Program. Provide explicit instruction that follows a developmental reading continuum including instruction with higher level and on-level comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing.</p> <p>Provide small group differentiated instruction targeted to meet the instructional needs of students. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block and may receive additional differentiation outside the reading block, if indicated, on a regular basis. The content and intensity of this intervention will be determined by reading record data and other points of data. Other points of data may include Istation, modules assessments, teacher observations, anecdotal records, on-going reading records, formative assessments, and student writing. Both the Jan Richardson Routine and Spire/iSpire include explicit, systematic, and multi-sensory</p>	<p>Modules Curriculum including Journeys</p> <p>Jan Richardson's Guided Reading Routine</p> <p>Istation (60 minutes per week)</p>

<p>components and are designed to meet the needs of a small group of children.</p> <p>Teachers will need to evaluate the instruction by considering the following factors:</p> <ul style="list-style-type: none"> • appropriateness or effectiveness of the intervention (Is a change needed?). • frequency of the intervention (Does the strategy/skill need to be presented more often?). • group size (Does the size of the group need to be reduced?) 	
<p>If deficient, then...</p>	<p>Materials</p>
<p>Continue with Core Reading Program. Provide explicit instruction that follows a developmental reading continuum including instruction with on-level comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing.</p> <p>A PMP (Progress Monitoring Plan) is required for these students. This document requires the parent of any student who exhibits a reading deficiency to be notified in writing of the following: that the child has a deficiency, a description of the current services provided to the child, a description of proposed services that are designed to remediate the identified area of reading deficiency, strategies for parents to use to help their child succeed, along with promotion/retention policies.</p> <p>Provide small group differentiated instruction targeted to meet the instructional needs of students. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block on a daily basis.</p> <p>Students scoring at this level <u>MUST receive</u> intensive intervention outside the reading block on a daily basis. This may be administered by the classroom teacher or by another certified staff member. The content and intensity of this intervention will be determined by reading record data and other points of data. Other points of data may include Istation, modules assessments, teacher observations, anecdotal records, on-going reading records, formative assessments, and student writing. Both the Jan Richardson Routine and Spire/iSpire include explicit, systematic, and multi-sensory components and are designed to meet the needs of a small group of children.</p> <p>Teachers will need to evaluate the instruction by considering the following factors:</p> <ul style="list-style-type: none"> • appropriateness or effectiveness of the intervention (Is a change needed?). • frequency of the intervention (Does the strategy/skill need to be presented more often?). • group size (Does the size of the group need to be reduced?) <p>For students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided, one of the</p>	<p>Modules Curriculum including Journeys</p> <p>Jan Richardson's Guided Reading Routine</p> <p>Istation (60-90 minutes per week)</p> <p>Leveled Literacy Intervention (LLI)</p> <p>Spire/iSpire</p>

<p>following will occur:</p> <ul style="list-style-type: none"> • Increase the amount of time for the intervention (more minutes per day or more days per week) • Decrease the group size of the intervention group • Change the intervention program or materials, if appropriate <p>For students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided, one of the following will occur:</p> <ul style="list-style-type: none"> • Increase the amount of time for the intervention (more minutes per day or more days per week) • Decrease the group size of the intervention group • Change the intervention program or materials, if appropriate 	
<p>If substantially deficient, then...</p>	<p>Materials</p>
<p>Continue with Core Reading Program. Provide explicit instruction that follows a developmental reading continuum including instruction with on-level comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing.</p> <p>A PMP (Progress Monitoring Plan) is required for these students. This document requires the parent of any student who exhibits a substantial reading deficiency to be notified in writing of the following: that the child has a deficiency, a description of the current services provided to the child, a description of proposed services that are designed to remediate the identified area of reading deficiency, strategies for parents to use to help their child succeed, along with promotion/retention policies.</p> <p>Provide small group differentiated instruction targeted to meet the instructional needs of students. Students will receive appropriate levels of differentiated instruction during the 90 minute reading block on a daily basis.</p> <p>Students scoring at this level <u>MUST receive ADDITIONAL intensive intervention outside the reading block on a daily basis.</u> This may be administered by the classroom teacher or by another certified staff member. The content and intensity of this intervention will be determined by reading record data and other points of data. Other points of data may include Istation, modules assessments, teacher observations, anecdotal records, on-going reading records, formative assessments, and student writing. Both the Jan Richardson Routine and Spire/iSpire include explicit, systematic, and multi-sensory components and are designed to meet the needs of a small group of children.</p> <p>Teachers will need to evaluate the instruction by considering the following factors:</p> <ul style="list-style-type: none"> • appropriateness or effectiveness of the intervention (Is a change needed?). • frequency of the intervention (Does the strategy/skill need to be presented more often?). 	<p>Modules Curriculum including Journeys</p> <p>Jan Richardson’s Guided Reading Routine (with increased time and/or decreased group size)</p> <p>Jan Richardson’s One-on-one Guided Reading Routine</p> <p>Istation (90 minutes per week)</p> <p>Leveled Literacy Intervention (LLI) with a smaller group size or increased time</p> <p>Spire/iSpire (with increased frequency, time and/or reduced group size)</p>

<ul style="list-style-type: none"> • group size (Does the size of the group need to be reduced?) <p>For students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided, one of the following will occur:</p> <ul style="list-style-type: none"> • Increase the amount of time for the intervention (more minutes per day or more days per week) • Decrease the group size of the intervention group • Change the intervention program or materials, if appropriate 	
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Assessments:

K FAC = Kindergarten Formative Assessment Check, this district assessment is designed to assess a variety of skills including foundational skills (print concepts, letter names, sounds, sight words, and text reading at the emergent level)

MAP = Measures of Academic Progress, NWEA, Northwest Evaluation Association

RR = Reading Record, Next Steps in Guided Reading, Scholastic

Istation = Istation Indicators of Progress

2015 SCHOLASTIC RI COLLEGE AND CAREER LEXILE PROFICIENCY BANDS

GRADE	BELOW BASIC	BASIC	PROFICIENT	ADVANCED
K	N/A	BR	0 to 279L	280 & Above
1	BR	0L to 189L	190L to 534L	535L & Above
2	BR to 219L	220L to 419L	420L to 654L	655L & Above
3	BR to 329L	330L to 519L	520L to 824L	825L & Above
4	BR to 539L	540L to 739L	740L to 944L	945L & Above
5	BR to 619L	620L to 829L	830L to 1014L	1015L & Above
6	BR to 729L	730L to 924L	925L to 1074L	1075L & Above
7	BR to 769L	770L to 969L	970L to 1124L	1125L & Above
8	BR to 789L	790L to 1009L	1010L to 1189L	1190L & Above
9	BR to 849L	850L to 1049L	1050L to 1264L	1265L & Above
10	BR to 889L	890L to 1079L	1080L to 1339L	1340L & Above
11 / 12	BR to 984L	985L to 1184L	1185L to 1389L	1390L & Above

With the release of SRI College & Career, Scholastic has updated the performance levels (the score ranges that indicate Below Basic, Basic, Proficient, and Advanced performance in each grade) to reflect increased expectations for college and career readiness. This work was done with MetaMetrics, Scholastic's measurement partner and creator of the Lexile Framework. To establish the new performance levels, Meta Metrics conducted an extensive study of college and career texts. The new score ranges more accurately reflect whether students are on track to comprehend college and career level texts by the end of high school (Scholastic Data Services, 2015).

ASSESSMENT/CURRICULUM DECISION TREE FOR STUDENTS SCORING BELOW LEVEL 3 ON FSA-ELA

	BELOW BASIC	BASIC	PROFICIENT/ADVANCED
<p>NEXT STEPS AFTER READING INVENTORY (RI) GRADES 6-8</p>	<p>If RI score is below 600 (see chart above).</p> <ul style="list-style-type: none"> • Student is placed in Read 180 • Student is administered the Phonics Inventory (PI) <ul style="list-style-type: none"> ○ If PI \geq22 student continues with Read 180 program ○ If PI <22 student is enrolled in System 44 <p>If student is not responding to System 44</p> <ul style="list-style-type: none"> • Tier 3 intervention: iSpire <p>Instruction delivered in small group rotations with targeted intervention including multisensory and UDL principles with accommodations for dyslexia and other learning disabilities.</p>	<p>If RI score is between 600 - Proficient (see chart above).</p> <ul style="list-style-type: none"> • Student is placed in iReady • Student is administered iReady Diagnostic • Student work is monitored and additional scaffolds are included during instruction as needed <p>Instruction delivered in small group rotations with targeted intervention including multisensory and UDL principles with accommodations for dyslexia and other learning disabilities.</p>	<p>If RI score is in the proficient or advanced range (see chart above).</p> <ul style="list-style-type: none"> • Student is placed in iReady • Student is administered iReady Diagnostic • Student may be placed in content area reading • Student work is monitored and additional scaffolds are included during instruction as needed <p>Instruction delivered in small group rotations with targeted intervention including multisensory and UDL principles with accommodations for dyslexia and other learning disabilities.</p>
<p>MATERIALS AND PERSONNEL TO SUPPORT READING INSTRUCTION & MODIFICATIONS</p>	<p>Grades 6-8 System 44 Read 180 Exemplar Lessons and synthesis tasks on OneNote Use of selected activities* in small group (3-7 students) based on specific need.</p> <p>Alternate assessment provided to further detect deficiency and monitor progress: INDIVIDUALIZED ASSESSMENT DATA- FAIR TOOLKIT*: 1 or 2 on the fluency matrix < 6 correct on comprehension < 20 correct on Academic Word List < 20 correct on Phonics Inventory *or other Informal Reading Inventory</p>	<p>Grades 6-8 iReady/Ready Florida Exemplar Lessons and synthesis tasks on OneNote</p> <p>Modifications for those not responding: -Weekly use of selected activities* in small group (3-7 students) based on specific need.</p> <p>WHEN QUESTIONS OR CONCERNS WITH PROGRESS ARISE: INDIVIDUALIZED ASSESSMENT DATA - FAIR TOOLKIT*: 3 or 4 on the fluency matrix <6 correct on comprehension < 20 correct on Academic Word List < 20 correct on Phonics Inventory *or other Informal Reading Inventory</p>	<p>Additional Resources for all students:</p> <ul style="list-style-type: none"> • iReady/Ready Florida • Exemplar Lessons and synthesis tasks on OneNote • CPALMS.org resource center • Achievethecore.org • AVID Weekly <p>Modifications for those not responding: As needed, students will be supported in small groups of 3-7 students for remediation.</p>

NON-EXHAUSTIVE LIST OF ACTIVITY EXAMPLES*

PHONOLOGICAL AWARENESS

SYLLABLE TASKS:

- Syllable Segmentation: "How many syllables or words parts in fantastic?"
- Syllable Deletion: "Say rabbit, now say it again but don't say ra."

ONSITE-RIME TASKS:

- Spoken rhyme recognition: "Do these words rhyme: cat-bat?"
- Rhyme oddity task: "Which word does not belong: cat, hat, fish?"
- Spoken rhyme production: "Tell me a word that rhymes or sounds like fish."
- Onset-rime blending: "What word is this: f – ish?"

PHONEMIC AWARENESS

- Alliteration: "Which word has a different first sound: bat, hat, ball, boy?"
- Phoneme matching: "Which word begins with the same sound as bat: hat, fish, bed?"
- Phoneme isolation: "What is the first sound in the word pig?"
- Phoneme blending: "What word do these sounds make: /k/ /a/ /t/?"
- Phoneme deletion: "Say stick, now say it again but don't say /s/."
- Phoneme segmentation: "Tell me the sounds in the word bus."
- Phoneme reversal: "Say back, now say it backwards"
- Guided Reading
- Adding inflections
- Identifying roots and affixes
- Guided Reading

PHONICS

- Sorting words using manipulatives
- Decoding words
- Word building
- Vowel work
- Identifying syllables using kinesthetic movement

FLUENCY

- Affixes/roots to help with reading for meaning and accuracy in writing
- Sentence/paragraph level comprehension instruction
- Repeated readings of a variety of genres/purposes
- Read aloud

FLUENCY CONTINUED

- Cloze reading
- Paired/partner reading
- Reader's Theater
- Choral, antiphonal, and echo reading
- Silent reading with accountability
- Reciprocal Teaching Strategies
- SQ3R-Survey, Question, Read, Recite & Review
- Guided Reading

VOCABULARY

- Morphographs
- Vocabulary routines (linear array, word sorts, etc.)
- Vocabulary graphic organizers
- Strategies to use when encountering unfamiliar words
- Content Enhancement Routines (requires professional development)
- Interactive Word Walls

COMPREHENSION

- Close reading with text marking
- Written response to text-dependent questions
- Discussions in response to text-dependent questions
- Outlining
- GIST summarizing strategy
- Reciprocal teaching
- Literature circles
- QAR
- Determining the main idea by identifying topic, claim, and supporting details
- Book report alternatives
- Author's purpose and perspective
- Literary analysis of fiction and non-fiction
- Concept mapping/graphic organizers
- Content Enhancement Routines
- Guided Reading
- Infographics

* Additional activities may be appropriate to consider when planning for instruction that follows the Universal Design for Learning (UDL) model. Use the following link for information regarding Universal Design for Learning (UDL) Model: <http://www.udlcenter.org/aboutudl>

Universal Design for Learning Guidelines

UDL Guidelines: Theory & Practice Version—This is an alternate version of the UDL Guidelines found in the new book *UDL Theory and Practice*. The principles, guidelines and research basis are the same, however the order of the principles and the guidelines have changed.



Provide Multiple Means of ENGAGEMENT

Purposeful, motivated learners

PROVIDE OPTIONS FOR SELF-REGULATION

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

PROVIDE OPTIONS FOR SUSTAINING EFFORT AND PERSISTENCE

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

PROVIDE OPTIONS FOR RECRUITING INTEREST

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distraction



Provide Multiple Means of REPRESENTATION

Resourceful, knowledgeable learners

PROVIDE OPTIONS FOR COMPREHENSION

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

PROVIDE OPTIONS FOR LANGUAGE, MATHEMATICAL EXPRESSIONS, AND SYMBOLS

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

PROVIDE OPTIONS FOR PERCEPTION

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of ACTION & EXPRESSION

Strategic, goal-directed learners

PROVIDE OPTIONS FOR EXECUTIVE FUNCTIONS

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

PROVIDE OPTIONS FOR EXPRESSION AND COMMUNICATION

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

PROVIDE OPTIONS FOR PHYSICAL ACTION

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

Source URL: _____

http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice

**PINELLAS COUNTY PUBLIC SCHOOLS 2018-
2019 IDENTIFICATION/INTERVENTION
DECISION TREE DT3 – HIGH SCHOOL (9-12)**

GRADE	MOST RECENT ASSESSMENT	IF	THEN, BASED ON DATA, DETERMINE APPROPRIATE PLACEMENT
9-10	FSA - ELA	Level 1 Level 2	<p>Reading for College Success</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher • Workshop/rotational model of instruction with teacher-led small group daily (5-8 students) • Intervention will include instruction for decoding, fluency, vocabulary and comprehension • Technology rotation (Reading Plus) will include additional, individualized practice for fluency, vocabulary, and comprehension • Instruction delivered in small group rotations with targeted intervention including multisensory and UDL principles with accommodations for dyslexia and other learning disabilities • Students who do not respond to the initial instruction will be remediated in small group/teacher-led instruction based on student data in areas of deficiency <ul style="list-style-type: none"> ○ 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. • Students will be progress monitored through common assessments and performance monitoring activities including Reading Plus Insight • If student progress monitoring shows a deficiency, remediation will take place in teacher-led/small group instruction based on student data <p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher-led/small group instruction based on student data
9-10	FSA-ELA	Level 3 or above	<p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher-led/small group instruction based on student data

11-12	FSA -ELA	Level 1 Level 2	<p>Reading for College Success</p> <ul style="list-style-type: none"> • Reading Endorsed teacher or Reading Certified teacher • Workshop/rotational model of instruction with teacher-led small group daily (5-8 students) • Intervention will include instruction for decoding, fluency, vocabulary and comprehension • Technology rotation will include additional, individualized practice for fluency, vocabulary, and comprehension • Instruction delivered in small group rotations with targeted intervention including multisensory and UDL principles with accommodations for dyslexia and other learning disabilities • Students who do not respond to the initial instruction will be remediated in small group/teacher-led instruction based on student data in areas of deficiency <ul style="list-style-type: none"> ○ 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. • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher-led/small group instruction based on student data <p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher-led/small group instruction based on student data
11-12	FSA-ELA	Level 3 or above	<p>English Language Arts (ELA)</p> <ul style="list-style-type: none"> • Students will be progress monitored through common assessments and performance monitoring activities • If student progress monitoring shows a deficiency, remediation will take place in teacher-led/small group instruction based on student data

NON-EXHAUSTIVE LIST OF ACTIVITY EXAMPLES*

PHONOLOGICAL AWARENESS

SYLLABLE TASKS:

- Syllable Segmentation: "How many syllables or words parts in fantastic?"
- Syllable Deletion: "Say rabbit, now say it again but don't say ra."

ONSITE-RIME TASKS:

- Spoken rhyme recognition: "Do these words rhyme: cat-bat?"
- Rhyme oddity task: "Which word does not belong: cat, hat, fish?"
- Spoken rhyme production: "Tell me a word that rhymes or sounds like fish."
- Onset-rime blending: "What word is this: f – ish?"

PHONEMIC AWARENESS

- Alliteration: "Which word has a different first sound: bat, hat, ball, boy?"
- Phoneme matching: "Which word begins with the same sound as bat: hat, fish, bed?"
- Phoneme isolation: "What is the first sound in the word pig?"
- Phoneme blending: "What word do these sounds make: /k/ /a/ /t/?"
- Phoneme deletion: "Say stick, now say it again but don't say /s/."
- Phoneme segmentation: "Tell me the sounds in the word bus."
- Phoneme reversal: "Say back, now say it backwards"
- Guided Reading
- Adding inflections
- Identifying roots and affixes
- Guided Reading

PHONICS

- Sorting words using manipulatives
- Decoding words
- Word building
- Vowel work
- Identifying syllables using kinesthetic movement

FLUENCY

- Affixes/roots to help with reading for meaning and accuracy in writing
- Sentence/paragraph level comprehension instruction
- Repeated readings of a variety of genres/purposes
- Read aloud

FLUENCY CONTINUED

- Cloze reading
- Paired/partner reading
- Reader's Theater
- Choral, antiphonal, and echo reading
- Silent reading with accountability
- Reciprocal Teaching Strategies
- SQ3R-Survey, Question, Read, Recite & Review
- Guided Reading

VOCABULARY

- Morphographs
- Vocabulary routines (linear array, word sorts, etc.)
- Vocabulary graphic organizers
- Strategies to use when encountering unfamiliar words
- Content Enhancement Routines (requires professional development)
- Interactive Word Walls

COMPREHENSION

- Close reading with text marking
- Written response to text-dependent questions
- Discussions in response to text-dependent questions
- Outlining
- GIST summarizing strategy
- Reciprocal teaching
- Literature circles
- QAR
- Determining the main idea by identifying topic, claim, and supporting details
- Book report alternatives
- Author's purpose and perspective
- Literary analysis of fiction and non-fiction
- Concept mapping/graphic organizers
- Content Enhancement Routines
- Guided Reading
- Infographics

**Additional activities may be appropriate to consider when planning for instruction that follows the Universal Design for Learning (UDL) model.*

Universal Design for Learning Guidelines

UDL Guidelines: Theory & Practice Version - This is an alternate version of the UDL Guidelines found in the new book UDL Theory and Practice. The principles, guidelines and research basis are the same, however the order of the principles and the guidelines have changed.



Provide Multiple Means of ENGAGEMENT

Purposeful, motivated learners

- PROVIDE OPTIONS FOR SELF-REGULATION
- + Promote expectations and beliefs that optimize motivation
 - + Facilitate personal coping skills and strategies
 - + Develop self-assessment and reflection

PROVIDE OPTIONS FOR SUSTAINING EFFORT AND PERSISTENCE

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

PROVIDE OPTIONS FOR RECRUITING INTEREST

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distraction



Provide Multiple Means of REPRESENTATION

Resourceful, knowledgeable learners

PROVIDE OPTIONS FOR COMPREHENSION

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

PROVIDE OPTIONS FOR LANGUAGE, MATHEMATICAL EXPRESSIONS, AND SYMBOLS

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

PROVIDE OPTIONS FOR PERCEPTION

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



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APPENDIX C (1)

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:** Pinellas County Schools
- 2. Contact name for schools covered on this plan:** Holly Slaughter
- 3. Contact phone number:** 727.588.6090
- 4. Contact email:** slaughterh@pcsb.org
- 5. Schools covered by this plan:** Belleair, Dunedin, Eisenhower, Gulfport, Mildred Helms, Highpoint, Lealman, Mt. Vernon, Ponce, Sexton, Woodlawn

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:** 8:45
- 2. School dismissal time:** 2:45
- 3. Total number of instructional minutes per day:** 310
- 4. Minutes per day of reading instruction (must be at least 150):** 150

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.**

Differentiated instruction is provided to all students. Level 4 and 5 students participate in the additional hour. Many students participate in bookclubs, use online programs that accelerate progress and are adaptive in nature, and some students partner read and provide support through peer tutoring.

APPENDIX C (1)

- 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.**

Evidence of prior success in teaching reading is documented by various assessment data and student work samples over time. In addition, reading coaches provide side-by-side coaching and support to new teachers. District leaders worked closely with building principals using VAM data as well as learning gain data (based on NWEA MAP & FSA) to determine effectiveness. Prior to the start of the year, some teachers were transferred to different schools, different grade levels, and/or different subject areas based on the data.

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

The intensive reading instruction includes systematic, explicit, multi-sensory instruction which has been proven to accelerate progress of students exhibiting a reading deficiency. This instruction includes daily reading, text-discussion, and writing in response to reading. In addition, students are reading increasing challenging texts that integrate content knowledge. Two changes occurred this year based on data: Teachers in grades 3-5 are using grade level text during the intervention hour. Also, many schools shifted from Istation to iReady. This is based on data from Melrose Elementary where overall gains were noted in proficiency as well as 63% gains of the L25 students.

- 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 use multiple sources of data to differentiate instruction including prior FSA data (if applicable), MAP data, Istation data, iReady, biweekly assessment data, and reading record analyses. These reports drive instruction as well as the fluid regrouping of students.

APPENDIX C (1)

- 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.**

We provide professional development using the Jan Richardson Guided Reading Framework as well as the Fountas & Pinellas LLI Framework. In both cases, the lesson design is comprehensive and includes explicit and systematic reading strategies to develop phonological awareness, phonics, fluency, vocabulary, and comprehension. Teachers receive professional development on responsive teaching methods in order to observe students in the reading process, noticing both the strengths and areas of need, and intervening at the point of error in order to provide targeted, actionable feedback. School leaders and coaches frequently observe small group instruction and use guidesheets to record observations and provide additional support to teachers as needed.

- 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 district provides LLI systems to all L300 schools. The kits in primary grades are 40% informational and 60% literary, while the 3-5 kits are 40% literary and 60% informational. These books include a wide variety of genres and text levels including the integration of social studies, science, and mathematics text reading. The district provides professional development for intensive reading instruction including systematic, explicit, multi-sensory instruction which has been proven to accelerate progress of students exhibiting a reading deficiency. This instruction includes daily reading, text-discussion, and writing in response to reading. In addition, students are reading increasing challenging texts that integrate content knowledge. The district monitors this during biweekly to monthly Instructional Support Model (ISM) visits. Additional supports in the form of coaching, professional development, and resources are allocated to schools based on the ISM visit data.

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- 1. School start time:** 8:45
- 2. School dismissal time:** 4:00
- 3. Total number of instructional minutes per day:** 385
- 4. Minutes per day of reading instruction (must be at least 150):** K-2: 190, 3-5:180

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