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

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

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	49	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	41	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 Istation.

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, ESE and EL (elementary, middle, and high school) has support teams that monitor data on a regular basis. These teams are led by the Executive Directors 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. Ongoing formative assessments inform instruction and progress at the classroom level. This data is monitored by district and school administrators, coaches 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.

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, district staff developers, and district MTSS specialists

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

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

   Reading Specialists and the Director of Professional Development

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

   $500,000

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..**

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

   Reading Endorsement*:
   Competency 1 through Pinellas County Teachers Association, Beacon, Teengagement or Schultz Center: Course #90306 (participants entered by district personnel after completion)
   Competency 2 through district online module, Pinellas County Teachers Association, Beacon, Teengagement or Schultz Center: Course #90307 (participants entered by district personnel after completion)

Competency 3 through Beacon or Schultz Center: Course #90308 (participants entered by district personnel after completion)
Competency 4 through Beacon, Teengagement, Schultz Center or FDLRS: Course #90309 (participants entered by district personnel after completion)
Competency 5 through face-to-face practicum: Course # 94838
*All competencies subject to state approval
ESE: LM/B Seeing Stars # 19634
ESE: Visualizing and Verbalizing #19740
ESE: Implementation of Seeing Stars and Visualizing and Verbalizing #10236
ESE: Reading Difficulties, Disabilities and Dyslexia #28399
ESE: Visualization Strategies to Support Students with Disabilities #26649
ESE: Effective Specially Designed Instruction using Spire and or iSpire- 3 hr #27115
ESE: Effective Specially Designed Instruction using Spire and or iSpire- 6 hr #27542
ESE: Independent Reading Level Assessment Framework (IRLA) #27544
Fun with Phonics #28571
Transfer, Adapt, and Build on Phonics #28571

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 <u>funded from the Research-Based Reading Instruction Allocation</u>?**

   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 <u>funded at each level using the Research-Based Reading Instruction Allocation</u>:**

   a. **Elementary:**0
   b. **Middle:**0
   c. **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 <u>funded through the Research-Based Reading Instruction Allocation</u>?**

   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?**

   $4,333,663.00

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.:**

   Istation (including professional development on ensuring the teacher-directed lessons are intense, explicit, systematic and multi-sensory).

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.**

   CEIS funds, Referendum 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:**

   Azalea, Bardmoor, Bay Point, Belcher, Belleair, Brooker Creek, Campbell Park, Cross Bayou, Curlew Creek, Dunedin, Eisenhower, Fairmount Park, Fuguitt, Gulfport, High Point, Lakewood, Lynch, Maximo, McMullen Booth, Melrose, Mildred Helms, New Heights, Northwest, Oldsmar, Pasadena, Perkins, Pinellas Central, Plumb, Ponce de Leon, Rawlings, Ridgecrest, Sandy Lane, Seminole, Sexton, Skycrest, Southern Oak, Sutherland, Tarpon Springs, Woodlawn

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

   a. **Start Date:** 6/11/19
   b. **Which days of the week is SRC offered:** M-Th
   c. **Number of instructional hours per day in reading:** 3.5 hours
   d. **End Date:** 7/18/19
   e. **Total number of instructional hours of reading:** 77

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?**

   1:12

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

   K-4

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

   Pre-post using MAP

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		268,116	
District expenditures on reading coaches		0	
District expenditures on intervention teachers		2,791,320	
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 schools on the list of 300 lowest performing elementary schools		574,227	
Flexible Categorical Spending		0	
	Sum of Expenditures	4,333,663	
	Amount of district research-based reading instruction allocation for 2019-2020	4,333,663.00	

K-12 Reading Plan #6 Meeting Agendas

First Email (this was a follow up email after a group of us met together to review parts of the plan)
Anderson, Beth: MS Reading Specialist
Hurley, Jacqueline: HS Reading Specialist
Hendrick, Kevin: Associate Superintendent of Teaching & Learning
Karac, Natasa: ESOL Specialist
Mowatt, Evelyn: Executive Director Exceptional Student Education
Dawe, Mistine: ESE Specialist
Leili, Eileen, ESE Specialist
Sturm, Ryan: ESE Specialist
Marsh, Cherie: Instructional Staff Developer/Data Specialist
Cowley, Michael: Managing Officer Psychological Services
Burell, Lane: Classroom Teacher
Bergman, Tracie: School Principal
Feeney, Michael: Executive Director Elementary
Vasquez, Rita: Executive Director HS
Hinds, Dwayne: Executive Director MS
Evans, Dan: Executive Director Assessment, Accountability, & Research

Second Email (this was a follow-up email after a group of us met together to review parts of the plan – some people on the email were not included in the first meeting but gave feedback digitally).
Steif, Jesse: Psychologist
Jones, Stacey: Instructional Staff Developer, MTSS

Third Email (this was a follow up after a group of us met together to review appropriate coding for students in different reading blocks).
Zamzaril, Jana: TIS
Lersch, Joann: TIS
Jordan, Luann: FTE
Duffy, Christine: FTE
Galbreath, Stacey: FTE
Pearson, Rene: FTE
Marsh, Cherie: ISD/Data
Feeney, Michael: Executive Director Elem

K-12 Reading Plan digital meeting agenda

SH

Slaughter Holly
Monday, April 1, 2019 at 2:03 PM
To: Anderson Beth; Hurley Jacqueline; Hendrick Kevin; Karac Natasa; Mowatt Evelyn; Dawe Mistine; Leili Eileen; Sturm Ryan; Marsh Cherie; Cowley Michael; Burrell Lane; Bergman Tracie; Feeney Michael; Vasquez Rita; Hinds Dywayne; Evans Dan

Colleagues,

Today you received a link to the 2019_20 K-12 Comprehensive Research-Based Reading Plan Guidance document. As you'll see on page 5 of the document, the plan must be developed along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.

As a jumping off point, I copied and pasted the information from last year's plan into this plan. Over the course of the next two weeks, please read over the questions and add input pertaining to your specialized area. We'll want a completed draft by the 19th to have the week of the 22nd to finish up. The plan is due to the state on April 30th.

All the best,

Holly Slaughter
Elementary Reading & Language Arts Specialist
Pinellas County Schools
727.588.6090
slaughterh@pcsb.org

K-12 reading plan decision tree feedback

SH

Slaughter Holly
Monday, April 8, 2019 at 2:31 PM
To: Marsh Cherie; Feeney Michael; Cowley Michael; Steif Jesse; Jones Stacey

← You replied to this message on 4/8/19, 2:32 PM.   Show Reply

Good afternoon,

Attached you'll find a very drafty version of the K-12 decision tree for the 19-20 school year. Please note that I have not yet changed any of the assessments or cut scores. I highlighted changes in the language in yellow based on our conversation last week.
Jesse & Stacey – I realize the two of you weren't part of the meeting. I'm including you anyway.

Please 'reply all' with feedback/questions.

Thank you!

Holly Slaughter
Elementary Reading & Language Arts Specialist
Pinellas County Schools
727.588.6090
slaughterh@pcsb.org

From: Marsh Cherie
Sent: Tuesday, May 07, 2019 9:18 AM
To: Feeney Michael; Allen Jacque; Duffy Christine; Galbreath Stacey; Pearson Rene
Cc: Marsh Cherie
Subject: Scheduling Information for DMTs first draft or email -- please review and make sure it is correctly stated

Hi Mike
I am also sharing with FTE to look over and make sure that everything is correct. Once it is OK, Mike will send it out.

Good morning DMTs,

We want to keep you in the loop as far as scheduling is concerned. We have received a number of schedules and are in the process of communicating with administrators to make necessary revisions. Once your school's schedule has been approved, an email will be sent to the principal, assistant principal, and you. It will also be uploaded into an Approved Master Schedules folder 2019-2020, to which you will be given access.

Always check that the schedule that you are using to enter courses for next year is the most current, approved schedule that has been placed in the folder.

Because of state reporting requirements, we will need to be very precise in coding the ELA courses. There are typically 3 ELA courses that we refer to, all with the same course number for the grade level. This year, they will have **specific letter codes that must be in the 8th position**. Please be extremely careful when coding these – an error in coding will result in an error in state reporting, which we definitely want to avoid. **The letter cannot be in any other place than the 8th position of the course code number**.

1. **ELA Core** (90 minute uninterrupted ELA block), colored yellow on the master schedule. Must be coded as **graded**. This course will have a **"C" in the 8th position of the course code number**.

2. **ELA Extra core** (this varies in amount of time based on school type and grade level), colored orange on the master schedule. Must be coded as **ungraded**. This course will have **an "F" in the 8th position of the course code number**. We use "F" to mean "followup" because it must follow the 90 minute block or come directly before the 90 minute block (with the exception of Lunch, Specials, Health/Recess).

3. **ELA Intervention** (this varies in amount of time based on school type and grade level), colored **red** on the master schedule. Must be coded as **ungraded**. This course will have **an "X" in the 8th position of the course code number**.

ELA Core 90 minute block course code numbers: mark as **graded**
K =	5010041C
1 =	5010042C
2 =	5010043C
3 =	5010044C
4 =	5010045C
5 =	5010046C

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 identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

K-2

If proficient, then…	Materials
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. **Provide small group differentiated instruction targeted to meet the instructional needs of students.** For students whose overall RIT scores are proficient, teachers should conduct further analysis at the sub-skill level to determine if there are patterns of students who may be lacking in one or more of the MAP sub-skills (i.e. Foundational Skills, Literature and Informational, Language and Writing, Vocabulary Use and Function). If proficient students are found to have sub-skill RIT scores that are below what would be expected compared to the grade level expectations, provide differentiated instruction specifically targeting those sub-skills. For example, there may be students whose overall RIT score falls at or above proficiency but whose performance in Foundational Skills indicates relative deficiencies. Differentiated instructional time for these overall proficient students should focus on their individual areas of need and may include increased word work and phonological awareness training. Similarly, proficient students with relative deficits in vocabulary or other comprehension skills would benefit from differentiated instruction with an increased emphasis on vocabulary or semantics. Other points of data may include ISIP, modules assessments, teacher observations, anecdotal records, on-going reading records, formative assessments, student writing samples, Kindergarten Formative Assessment Checks, and reading record analysis. Above level students should receive instruction and enrichment in higher-level reasoning skills, higher-level vocabulary, and higher-level comprehension strategies.	Modules Curriculum including Journeys Jan Richardson's Guided Reading Routine Individualized Instruction Path on iReady/Istation Book Clubs & Project-based Learning Extensions of activities through technology (PPT/SWAY/Book Maker) *See Teaching & Learning booklet for reader profiles and suggested resources/materials.
If approaching proficiency, then…	**Materials**
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. **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. For students whose overall RIT score is approaching proficiency, teachers should conduct further analysis at the sub-skill level to determine if there are patterns of students who may be lacking in one or more of the MAP sub-skills (i.e. Foundational Skills, Literature and Informational, Language and Writing, Vocabulary Use and Function). If students are found to have sub-skill RIT scores that are below what would be expected compared to the grade level curriculum, provide differentiated instruction specifically targeting those sub-skills. Other points of data may include Istation/iReady, 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. Teachers will need to evaluate the instruction by considering the following factors: • appropriateness or effectiveness of the intervention (Is the intervention focused on the most basic underlying skill in the area of deficit? If not, is a change needed?)	Modules Curriculum including Journeys Jan Richardson's Pre-A Routine Jan Richardson's Alphabet Tracing Routine (MS) Leveled Literacy Intervention (LLI) Istation teacher directed lessons found in students' individual priority report/iReady teacher directed lessons specified in the Toolbox *See Teaching & Learning booklet for reader profiles and suggested resources/materials.

- frequency of the intervention (If the intervention is targeting the correct skill, does the strategy/skill need to be presented more often?)
- group size (Does the size of the group need to be reduced?)

If Tier 2, then…	Materials
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. 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. **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. This instruction should link to Tier 1 instruction as well as common student needs. Students scoring at this level **MUST** additional targeted Tier 2 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/ iReady, modules assessments, Developmental Word Knowledge Inventory, phonics screeners, phonological awareness screeners, teacher observations, anecdotal records, on-going reading records, formative assessments, and student writing. Analyze the assessment subtests and all data sources to determine the primary area to target for growth and support (oral language, phonological awareness, phonics and word analysis, oral reading and fluency, and comprehension). Students are expected to make accelerated progress. If not, the teacher should problem-solve with the literacy coach or a member of the MTSS team. If an individual student is not making accelerated progress, the teacher should alert the problem-solving team. Teachers will need to evaluate the instruction by considering the following factors: • appropriateness or effectiveness of the intervention (Is the intervention focused on the most basic underlying skill in the area of deficit? If not, is a change needed?) • frequency of the intervention (If the intervention is targeting the correct skill, does the strategy/skill need to be presented more often?) • group size (Does the size of the group need to be reduced?) 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: • 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	Modules Curriculum including Journeys Jan Richardson's Pre-A Routine Jan Richardson's Alphabet Tracing Routine (MS) Nemours Level 2 (MS) Individualized instruction path on iReady/Istation IRLA Foundational Skills Toolkits Spire/iSpire (MS) LLI Istation teacher directed lessons found in students' individual priority report/iReady teacher directed lessons specified in the Toolbox FCRR Routine based on deficit area (some MS) 2nd dose of Fun with Phonics based on deficit area (MS) *One Minute Activities* & Other Phonological Awareness Tasks RISE/RISE Up (MS) *See Teaching & Learning booklet for reader profiles and suggested resources/materials.
If Tier 3, then…	Materials
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.	Modules Curriculum including Journeys

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. **Provide small group differentiated instruction targeted to meet the instructional needs of students.** Students will receive Tier 2 targeted intervention on a daily basis. This instruction should link to Tier 1 instruction as well as common student needs. Students scoring at this level **MUST receive ADDITIONAL intensive intervention outside the reading block on a daily basis.** This instruction should link to Tier 1 & Tier 2 instruction as well as common student needs. 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/iReady, Developmental Word Knowledge Inventory, phonics screeners, phonological awareness screeners, modules assessments, teacher observations, anecdotal records, on-going reading records, formative assessments, and student writing. Implement multisensory instructional strategies to enhance learning. Students are expected to make accelerated progress. If not, the teacher should problem-solve with the literacy coach or a member of the MTSS team. If an individual student is not making accelerated progress, the teacher should alert the problem-solving team. Teachers/teams will need to evaluate the instruction by considering the following factors: • appropriateness or effectiveness of the intervention (Is the intervention focused on the most basic underlying skill in the area of deficit? If not, is a change needed?) • frequency of the intervention (If the intervention is targeting the correct skill, does the strategy/skill need to be presented more often?) • group size (Does the size of the group need to be reduced?) • precise targeting (Is the intervention more precisely targeted at the right level?) • skills focused (Are there extensive opportunities for guided practice, error correction, and feedback?) 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: • 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	Jan Richardson's Guided Reading Routine (MS) Jan Richardson's One-on-one Guided Reading Routine/Pre-A Routine/Letter Tracing Routine (MS) Individualized instruction path on iReady/Istation Istation teacher directed lessons found in students' individual priority report/iReady teacher directed lessons specified in the Toolbox (some MS) Leveled Literacy Intervention (LLI) with a smaller group size IRLA Foundational Skills Toolkits Nemours Level 2 (MS) Spire/iSpire (MS) FCRR Routine based on deficit area 2nd dose of Fun with Phonics based on deficit area (MS) RISE/RISE Up (MS) *One Minute Activities* & Other Phonological Awareness Tasks

Grades 3-5

If proficient, then…	Materials
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. **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.	Modules Curriculum including Journeys Jan Richardson's Guided Reading Routine Individualized instruction path on iReady/Istation

	Book Clubs & Project-based Learning
Above level students should receive instruction and enrichment in higher-level reasoning skills, higher-level vocabulary, and higher-level comprehension strategies. For students whose overall RIT scores are proficient, teachers should conduct further analysis at the sub-skill level to determine if there are patterns of students who may be lacking in one or more of the MAP sub-skills (i.e. Foundational Skills, Literature and Informational, Language and Writing, Vocabulary Use and Function). If proficient students are found to have sub-skill RIT scores that are below what would be expected compared to the grade level curriculum, provide differentiated instruction specifically targeting those sub-skills. For example, there may be students whose overall RIT score falls above the proficient level but whose performance in Foundational Skills indicates relative deficiencies. Differentiated instructional time for these overall proficient students should focus on their individual areas of need and may include increased word work and phonological awareness training. Similarly, proficient students with relative deficits in vocabulary or other comprehension skills would benefit from differentiated instruction with an increased emphasis on vocabulary or semantics.	Extensions of activities through technology (PPT/SWAY/Book Maker) *See Teaching & Learning booklet for reader profiles and suggested resources/materials.
If approaching proficiency, then…	**Materials**
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. **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. For students whose overall RIT scores are proficient, teachers should conduct further analysis at the sub-skill level to determine if there are patterns of students who may be lacking in one or more of the MAP sub-skills (i.e. Literary Text, Informational Text, or Vocabulary Acquisition and Use). If proficient students are found to have sub-skill RIT scores that are below what would be expected compared to the grade level curriculum, provide differentiated instruction specifically targeting those sub-skills. For example, there may be students whose overall RIT score falls above the proficient level but whose performance in Vocabulary Acquisition and Use indicates relative deficiencies. Differentiated instructional time for these overall proficient students should focus on their individual areas of vocabulary need and may include explicit instruction in morphology (prefixes, suffixes, root words, and other morphemes). Other points of data may include Istation/iReady, 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. Teachers will need to evaluate the instruction 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?)	Modules Curriculum including Journeys Jan Richardson's Guided Reading Routine Individualized instruction path on iReady/Istation Istation teacher directed lessons found in students' individual priority report/iReady teacher directed lessons specified in the Toolbox Skills-focused small groups *See Teaching & Learning booklet for reader profiles and suggested resources/materials.
If Tier 2, then…	**Materials**
Continue with Core Reading Program.	Modules Curriculum including Journeys

Provide explicit instruction that follows a developmental reading continuum including instruction with on-level comprehension, vocabulary, phonics, phonemic awareness, fluency, speaking, listening, and writing. 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. **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. This instruction should link to Tier 1 instruction as well as common student needs. Students scoring at this level **<u>MUST</u>** additional targeted Tier 2 intervention outside the reading block. This instruction should link to Tier 1 & Tier 2 instruction as well as common student needs. 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/iReady, modules assessments, teacher observations, anecdotal records, on-going reading records, formative assessments, and student writing. Students are expected to make accelerated progress. If not, the teacher should problem-solve with the literacy coach or a member of the MTSS team. If an individual student is not making accelerated progress, the teacher should alert the problem-solving team. Teachers will need to evaluate the instruction by considering the following factors: • appropriateness or effectiveness of the intervention (Is the intervention focused on the most basic underlying skill in the area of deficit? If not, is a change needed?) • frequency of the intervention (If the intervention is targeting the correct skill, does the strategy/skill need to be presented more often?) • group size (Does the size of the group need to be reduced?) 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: • 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	Jan Richardson's Guided Reading Routine (MS) Individualized instruction path on iReady/Istation Istation teacher directed lessons found in students' individual priority report/iReady teacher directed lessons specified in the Toolbox Leveled Literacy Intervention (LLI) FCRR Routine based on deficit area *One Minute Activities* & Other Phonological Awareness Tasks Spire/iSpire (MS) RISE/RISE Up (MS) *See Teaching & Learning booklet for reader profiles and suggested resources/materials.
If Tier 3, then…	Materials
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. 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. **Provide small group differentiated instruction targeted to meet the instructional needs of students.**	Modules Curriculum including Journeys Jan Richardson's Guided Reading Routine (with increased time and/or decreased group size) Jan Richardson's One-on-one Guided Reading Routine Individualized instruction path on iReady/Istation

Students will receive appropriate levels of differentiated instruction during the 90-minute reading block on a daily basis. This instruction should link to Tier 1 instruction as well as common student needs. Students scoring at this level **MUST receive ADDITIONAL Tier 3 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/iReady, modules assessments, teacher observations, anecdotal records, on-going reading records, formative assessments, and student writing. Students are expected to make accelerated progress. If not, the teacher should problem-solve with the literacy coach or a member of the MTSS team. If an individual student is not making accelerated progress, the teacher should alert the problem-solving team. Teachers/teams will need to evaluate the instruction by considering the following factors: • appropriateness or effectiveness of the intervention (Is the intervention focused on the most basic underlying skill in the area of deficit? If not, is a change needed?) • frequency of the intervention (If the intervention is targeting the correct skill, does the strategy/skill need to be presented more often?) • group size (Does the size of the group need to be reduced?) • precise targeting (Is the intervention more precisely targeted at the right level?) • skills focused (Are there extensive opportunities for guided practice, error correction, and feedback?) 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: • 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	Istation teacher directed lessons found in students' individual priority report/iReady teacher directed lessons specified in the Toolbox Leveled Literacy Intervention (LLI) with a smaller group size or increased time RISE/RISE Up (MS) Spire/iSpire (with increased frequency, time and/or reduced group size) (some MS) FCRR Routine based on deficit area (some MS) *One Minute Activities* & Other Phonological Awareness Tasks (some MS) *See Teaching & Learning booklet for reader profiles and suggested resources/materials.

Intervention/Assessments Acronyms Defined:

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

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

RIT = Rasch UnIT, which is a measurement scale developed to simplify the interpretation of test scores.

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

ISIP = Istation Indicators of Progress

LLI = Leveled Literacy Intervention

MS = Multisensory

Kindergarten Criteria for Success 2018-2019

All students struggling in Language Arts, Math, Science, or Social Studies need a PMP, even ESE/ESOL/504 students. <u>Once they qualify for a PMP, they keep it for the whole year</u>.

Grade K ELA				
Cycle	**Proficient GREEN**	**Approaching Proficiency YELLOW**	**Tier 2 * PMP Needed RED**	**Tier 3 ** PMP Needed RED**
AUG.	NA	NA	NA	Retained in Grade K
1	STAR 500 or above	STAR 455-499 OR Rubric Score of 1 or above on letter names (40-52)	STAR 399-454 OR Rubric Score of 0 on letter names (0-39)	STAR 398 or below AND Rubric Score of 0 on letter names (0-39)
2	MAP 50-99 %ile OR RR Level A or above (highest score)	MAP 35-49 %ile OR Rubric Score of 1 or above on letter sounds AND Rubric Score or 1 or above on sight words on the K FACs	MAP 11-34 %ile OR Rubric Score of 0 on letter sounds OR Rubric Score of 0 on sight words on the K FAC	MAP 1-10th %ile OR Rubric Score of 0 on letter sounds AND Rubric Score of 0 on sight words on the K FAC
3	MAP 41-99 %ile OR RR Level D or above (highest score)	MAP 35-49 %ile OR RR Level C (highest score)	MAP 11-34%ile OR RR Level A/B (highest score)	MAP 1-10th %ile AND RR Level PreA

Grade 1 Criteria for Success

- **All students struggling in Language Arts, Math, Science, or Social Studies need a PMP, even ESE/ESOL/504 students. Once they qualify for a PMP, they keep it for the whole year.**

<table>
<tr><th colspan="5">Grade 1 ELA</th></tr>
<tr><th>Cycle</th><th>Proficient
GREEN</th><th>Approaching
Proficiency
YELLOW</th><th>Tier 2 *
PMP Needed
RED</th><th>Tier 3 **
PMP Needed
RED</th></tr>
<tr><td>AUG.</td><td>NA</td><td>NA</td><td>Running Record Independent or Instructional
Level Pre A, A, or B from end of year Kindergarten</td><td>● Retained in Grade 1</td></tr>
<tr><td colspan="5"></td></tr>
<tr><td>1</td><td>MAP 50-99 %ile
OR
RR Level D or above</td><td>MAP 35-49 %ile
OR
RR Level C</td><td>MAP 11-34 %ile
OR
RR Level B</td><td>MAP 1-10 %ile
AND
RR Level A or below</td></tr>
<tr><td>2</td><td>MAP 50-99 %ile
OR
RR Level G or above</td><td>MAP 35-49 %ile
OR
RR Level C, D, E or F</td><td>MAP 11-34 %ile
OR
RR Level B</td><td>MAP 1-10 %ile
AND
RR Level A or below</td></tr>
<tr><td>3</td><td>MAP 50-99 %ile
OR
RR Level J or above</td><td>MAP 35-49 %ile
OR
RR Level E, F, G, H or I</td><td>MAP 11-34 %ile
OR
RR Level B, C, or D</td><td>MAP 1-10 %ile
AND
RR A or below</td></tr>
</table>

Grade 2 Criteria for Success

- **All students struggling in Language Arts, Math, Science, or Social Studies need a PMP, even ESE/ESOL/504 students. <u>Once they qualify for a PMP, they keep it for the whole year</u>.**

Cycle	Proficient GREEN	Approaching Proficiency YELLOW	Tier 2 * PMP Needed RED	Tier 3 ** PMP Needed RED
Grade 2 ELA				
AUG.	NA	NA	**Spring MAP 11-34 %ile OR Cycle 3 Grade 1: RR Level B, C, or D**	● Retained in Grade 2 **OR Spring MAP 1-10 %ile AND Cycle 3 Grade 1: RR Level A or below**
1	**MAP 50-99 %ile OR RR Level J or above**	**MAP 35-49 %ile OR RR Level F,G, H, I**	**MAP 11-34 %ile OR RR Level D or E**	**MAP 1-10 %ile AND RR Level C or below**
2	**MAP 50-99 %ile OR RR Level L or above**	**MAP 35-49 %ile OR RR Level G, H, I, J K**	**MAP 11-34 %ile OR RR Level E or F**	**MAP 1-10 %ile AND RR Level D or below**
3	**MAP 50-99 %ile OR RR Level M or above**	**MAP 35-49 %ile OR RR Level H, I J, K, L**	**MAP 11-34 %ile OR RR Level F or G**	**MAP 1-10 %ile AND RR Level E or below**

Grades 3 Criteria for Success

- **All students struggling in Language Arts, Math, Science, or Social Studies need a PMP, even ESE/ESOL/504 students. <u>Once they qualify for a PMP, they keep it for the whole year</u>.**

<table>
<tr><th colspan="9">Grade 3 ELA</th></tr>
<tr>
<th></th>
<th colspan="2">Proficient GREEN</th>
<th colspan="2">Approaching YELLOW</th>
<th colspan="2">Tier 2 *
PMP Needed RED</th>
<th colspan="2">Tier 3 **
PMP Needed RED</th>
</tr>
<tr>
<td>A
U
G.</td>
<td colspan="2">NA</td>
<td colspan="2">NA</td>
<td colspan="2">Spring MAP 11-34 %ile
OR
Cycle 3 Grade 2:
RR Level J or below</td>
<td colspan="2">● Retained in Grade 3
OR

MAP 1-10 %ile
AND
RR Level E or below</td>
</tr>
<tr><td colspan="9"></td></tr>
<tr>
<td rowspan="2">1</td>
<td colspan="2">MAP 50-99 %ile
OR</td>
<td colspan="2">MAP 35-49 %ile
OR</td>
<td colspan="2">MAP 11-34 %ile
OR</td>
<td colspan="2">MAP 1-10 %ile
AND one of below</td>
</tr>
<tr>
<td>Istation
50-99 %ile</td>
<td>IReady
511 and above</td>
<td>Istation
26-49 %ile</td>
<td>IReady
474-510</td>
<td>Istation
11-25 %ile</td>
<td>IReady
436-473</td>
<td>Istation
1-10%ile</td>
<td>IReady
100-435</td>
</tr>
<tr><td colspan="9"></td></tr>
<tr>
<td rowspan="2">2</td>
<td colspan="2">MAP 50-99 %ile
OR</td>
<td colspan="2">MAP 35-49 %ile
OR</td>
<td colspan="2">MAP 11-34 %ile
OR</td>
<td colspan="2">MAP 1-10 %ile
AND one of below</td>
</tr>
<tr>
<td>Istation
50-99 %ile</td>
<td>IReady
511 and above</td>
<td>Istation
26-49 %ile</td>
<td>IReady
474-510</td>
<td>Istation
11-25 %ile</td>
<td>IReady
452-473</td>
<td>Istation
1-10%ile</td>
<td>IReady
100-451</td>
</tr>
<tr><td colspan="9"></td></tr>
<tr>
<td rowspan="2">3</td>
<td colspan="2">MAP 50-99 %ile
OR</td>
<td colspan="2">MAP 35-49 %ile
OR</td>
<td colspan="2">MAP 11-34 %ile
OR</td>
<td colspan="2">MAP 1-10 %ile
AND one of below</td>
</tr>
<tr>
<td>Istation
50-99 %ile</td>
<td>IReady
511 and above</td>
<td>Istation
2649 %ile</td>
<td>IReady
474-510</td>
<td>Istation
11-25 %ile</td>
<td>IReady
464-473</td>
<td>Istation
1-10%ile</td>
<td>IReady
100-463</td>
</tr>
</table>

Grades 4 Criteria for Success

- **All students struggling in Language Arts, Math, Science, or Social Studies need a PMP, even ESE/ESOL/504 students. <u>Once they qualify for a PMP, they keep it for the whole year</u>.**

	Grade 4 ELA			
Cycle	**Proficient GREEN**	**Approaching Proficiency YELLOW**	**Tier 2 * PMP Needed RED**	**Tier 3 ** PMP Needed RED**
AUG.	NA	NA	Student scored in <u>**Levels 1.2, 1.3 and ALL Lev. 2 on FSA**</u>	Student scored in <u>**Level 1.1 on FSA**</u>
1	**MAP 50-99 %ile OR**	**MAP 35-49 %ile OR**	**MAP 11-34 %ile OR**	**MAP 1-10 %ile AND one of below**
	Istation 50-99 %ile / **IReady 557 and above**	**Istation 26-49 %ile** / **IReady 496-556**	**Istation 11-25 %ile** / **IReady 460-495**	**Istation 1-10 %ile** / **IReady 100-459**
2	**MAP 50-99 %ile OR**	**MAP 35-49 %ile OR**	**MAP 11-34 %ile OR**	**MAP 1-10 %ile AND one of below**
	Istation 50-99 %ile / **IReady 557 and above**	**Istation 26-49 %ile** / **IReady 496-556**	**Istation 11-25 %ile** / **IReady 473-495**	**Istation 1-10 %ile** / **IReady 100-472**
3	**MAP 50-99 %ile OR**	**MAP 35-49 %ile OR**	**MAP 11-34 %ile OR**	**MAP 1-10 %ile AND one of below**
	Istation 50-99 %ile / **IReady 557 and above**	**Istation 26-49 %ile** / **IReady 496-556**	**Istation 11-25 %ile** / **IReady 478-495**	**Istation 1-10 %ile** / **IReady 100-477**

Grades 5 Criteria for Success

- All students struggling in Language Arts, Math, Science, or Social Studies need a PMP, even ESE/ESOL/504 students. **Once they qualify for a PMP, they keep it for the whole year.**

Cycle	Proficient GREEN		Approaching Proficiency YELLOW		Tier 2 * PMP Needed RED		Tier 3 ** PMP Needed RED	
AUG.	NA		NA		Student scored in **Levels 1.2, 1.3 and ALL Lev. 2 on FSA**		Student scored in **Level 1.1 on FSA**	
1	MAP 50-99 %ile OR		MAP 35-49 %ile OR		MAP 11-34 %ile OR		MAP 1-10 %ile AND one of below	
	Istation 50-99 %ile	IReady 581 and above	Istation 26-49 %ile	IReady 542-580	Istation 11-25 %ile	IReady 482-541	Istation 1-10 %ile	IReady 100-481
2	MAP 50-99 %ile OR		MAP 35-49 %ile OR		MAP 11-34 %ile OR		MAP 1-10 %ile AND one of below	
	Istation 50-99 %ile	IReady 581 and above	Istation 26-49 %ile	IReady 542-580	Istation 11-25 %ile	IReady 493-541	Istation 1-10 %ile	IReady 100-492
3	MAP 50-99 %ile OR		MAP 35-49 %ile OR		MAP 11-34 %ile OR		MAP 1-10 %ile AND one of below	
	Istation 50-99 %ile	IReady 581 and above	Istation 26-49 %ile	IReady 542-580	Istation 11-25 %ile	IReady 495-541	Istation 1-10 %ile	IReady 100-494

Grade 5 ELA

2015 SCHOLASTIC RI COLLEGE AND CAREER LEXILE

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

PROFICIENCY BANDS

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).

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

	BELOW BASIC	BASIC	PROFICIENT/ADVANCED

NEXT STEPS AFTER READING INVENTORY (RI) GRADES 6-8	**If RI score is below 600 (see chart above).**
	• Student is placed in Read 180
	• Student is administered the Phonics Inventory (PI)
	  o If PI ≥22 student continues with Read 180 program
	  o If PI <22 student is enrolled in System 44
	If student is not responding to System 44
	• Tier 3 intervention: iSpire
	
	Instruction delivered in small group rotations with targeted intervention including multisensory and UDL principles with accommodations for dyslexia and other learning disabilities.
		If RI score is between 600 - Proficient (see chart above).
		• Student is placed in iReady
		• Student is administered iReady Diagnostic
		• Student work is monitored and additional scaffolds are included during instruction as needed
		
		Instruction delivered in small group rotations with targeted intervention including multisensory and UDL principles with accommodations for dyslexia and other learning disabilities.
			If RI score is in the proficient or advanced range (see chart above).
			• 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
			
			Instruction delivered in small group rotations with targeted intervention including multisensory and UDL principles with accommodations for dyslexia and other learning disabilities.

MATERIALS AND PERSONNEL TO SUPPORT READING INSTRUCTION & MODIFICATIONS	**Grades 6-8** *System 44* *Read 180* *Exemplar Lessons and synthesis tasks on OneNote* Use of selected activities* in small group (3-9 students) based on specific need. **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**	**Grades 6-8** iReady/Ready Florida *Exemplar Lessons and synthesis tasks on OneNote* **Modifications for those not responding:** -Weekly use of selected activities* in small group (3-7 students) based on specific need. **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**	**Additional Resources for all students:** • iReady/Ready Florida • *Exemplar Lessons and synthesis tasks on OneNote* • CPALMS.org resource center • Achievethecore.org • AVID Weekly **Modifications for those not responding:** As needed, students will be supported in small groups of 3-7 students for remediation.

Revised April 12, 2019

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

Revised April 12, 2019

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 PERSISTANCE
+ 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
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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

Revised April 12, 2019

GRADE	MOST RECENT ASSESSMENT	IF	THEN, BASED ON DATA, DETERMINE APPROPRIATE PLACEMENT

9-10	FSA - ELA	Levels 1-2	Reading for College Success (Tier 3)
			• 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
			    o Schools are responsible for notifying parents if a student has a reading deficiency and is receiving interventions
			    o 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
			Content area reading support (Tier 2)
			• Students will be provided intervention on grade level standards that they need assistance with (identified using progress monitoring data)
			English Language Arts (ELA) (Tier 1)
			• 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	Levels 1-3	Content area reading support (Tier 2) • Students will be provided intervention on grade level standards that they need assistance with (identified using progress monitoring data) English Language Arts (ELA) (Tier 1) • 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	Levels 1-5	English Language Arts (ELA) (Tier 1) • 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

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11-12	FSA -ELA	Levels 1-2	Reading for College Success (Tier 3)
			• 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
			   o Schools are responsible for notifying parents if a student has a reading deficiency and is receiving interventions
			   o 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
			Content area reading support (Tier 2)
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2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

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

Section 1: Contact Information

1. **District name:** 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:** Campbell Park, Fairmount Park, Lakewood, Maximo, Sandy Lane, Melrose, Gulfport

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:** 8:15
2. **School dismal time:** 3:30
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

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 book clubs, use online programs that accelerate progress and are adaptive in nature, and some students partner read and provide support through peer tutoring.

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 last 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. Following this model this past year, we substantially increased the number of students making overall gains as well as gains in the L25. We also showed increases in overall proficiency in all grade levels.

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

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

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, Nemours, and the Fountas & Pinellas LLI Framework. In all 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 guide sheets 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 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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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:** Bear Creek, Belleair, Mildred Helms, Highpoint, Lealman, Mt. Vernon, New Heights, Pinellas Park, Ponce, Sexton, Woodlawn

<u>**Section 2: Length of School Day**</u>

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 dismal time:** 2:55
3. **Total number of instructional minutes per day:** 320
4. **Minutes per day of reading instruction (must be at least 150):** K-3: 170; 4-5: 150

<u>**Section 3. Instructional Design**</u>

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 book clubs, use online programs that accelerate progress and are adaptive in nature, and some students partner read and provide support through peer tutoring.

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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.**

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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, frequent formative assessment checks data, and reading record analyses. These reports drive instruction as well as the fluid regrouping of students.

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    We provide professional development using the Jan Richardson Guided Reading Framework, Nemours, and the Fountas & Pinellas LLI Framework. In all 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 guide sheets 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 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.