

## Dade 2019-20 K-12 Comprehensive Research-Based Reading Plan

### Contact Information

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

**District Contact:** Lisette Alves  
**Contact Email:** [lalves@dadeschools.net](mailto:lalves@dadeschools.net)  
**Contact Telephone:** 305-995-4202

### District-Level Leadership

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

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 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	55	56	57	58	60	59	60

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

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20
District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
						17	14
White/African American	21	21	19	18	37		
White/Hispanic	18	17	20	17	18	16	12
Economically Disadvantaged/Non-Economically Disadvantaged	25	24	24	23	23	22	16
Students with Disabilities/Students without Disabilities	35	34	34	33	35	32	23
English Language Learners/ Non-English Language Learners	43	42	42	40	30	38	29

\* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

**2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.**

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

- Deliver research-based professional development for teachers, coaches, and School District Administrators.
- Supply students with access to appropriate text.
- Offer district-created resources, such as pacing guides and instructional tool-boxes, to support standards-based instruction.

- Tier schools based on their performance and provide district support as determined by school data.
- Supply technological resources to enhance instruction.
- Provide opportunities for students to participate in various competitions to apply the English Language Arts Florida Standards.

**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?**

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

**B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.**

The District will collect data using the following instruments:

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

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

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

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

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

Division of Academics

Department of English Language Arts-Elementary

Department of English Language Arts-Secondary

Division of Academic Support

Office of Exceptional Student Education

Department of Bilingual Education and World Languages

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

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

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

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

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

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

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

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

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

- 6. 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.?**

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

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

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

The funds budgeted from the Research-Based Reading Allocation for inservice activities is \$933,529.00.

- 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..**

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

1. Foundations of Reading Instruction : 1-013-320
2. Application of Research-Based Instructional Practices: 1-013-321
3. Foundations of Assessment: 1-013-322
4. Application of Differentiated Instruction: 1-013-323
5. Demonstration of Accomplishment: 1-013-324
6. Reading Difficulties, Disabilities, and Dyslexia: 2-100-436
7. Multisensory Strategies for Teaching Reading to Students with Disabilities: 2-100-436

The Department of Exceptional Education has partnered with the Elementary English Language Arts Department for the 2018-19 school year to offer monthly training during their iCads on the topic of multisensory strategies for teaching reading based on the Orton-Gillingham methodology. In addition, there is a 1-day PD offered monthly for teachers entitled “Multisensory Strategies for Teaching Reading to Students with Disabilities” (also based on the Orton-Gillingham methodology). This PD is offered to teachers in any role (i.e. general education, special education, coaches). Teachers are also able to enroll in a 6-week online course entitled “Reading Difficulties, Disabilities, and Dyslexia,” which was developed by the Florida Department of Education Bureau of Exceptional Education and Student Services (BEES).

### **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.**

[http://briefings.dadeschools.net/files/65532\\_Transformation\\_Coach\\_Job\\_Descriptions.pdf](http://briefings.dadeschools.net/files/65532_Transformation_Coach_Job_Descriptions.pdf)

#### **MINIMUM QUALIFICATIONS**

1. Minimum of three years, preferably five and above, classroom teaching experience in Language Arts and/or Reading and/or English, and/or elementary education or with appropriate certification.
2. Certification in Reading or Academic Certification and Endorsement in Reading (Preferred) or Advanced Coursework towards Certification in Reading or Endorsement in Reading (A minimum of one course completed with intent to complete all courses within the specified waiver timeline in order to remain in the position)
3. Demonstrate an in-depth knowledge of Language Arts/Reading content and principles of effective Reading instruction.
4. An established history of increasing learning gains as a teacher or instructional coach.

5. Ability to work well with administrators and instructional personnel.
6. Ability to prepare and effectively deliver presentations and workshops to varying audiences, including content-area, early childhood and Exceptional Student Education teachers and administrators, which lead to instructional improvement.
7. Ability to provide coaching experiences in classrooms using the coaching model.
8. Exhibit knowledge of evidenced-based instructional practices.
9. Ability to analyze data and use it to inform instruction.
10. Ability to communicate effectively in both oral and written forms.

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

The Division of Academic Support reviews the student achievement and assigns the Transformation Reading Coach allocations to the schools with the greatest need. The Transformation Reading Coaches are assigned to the District's Tier 2 and Tier 3 schools.

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

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

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

- a. Elementary:70
- b. Middle:16
- c. High:16

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

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

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

\$5,100,000.00



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

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

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

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

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

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

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

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

- a. Elementary:138
- b. Middle:32
- c. High:32

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

Approximately \$1,888,000.00 is expended on funding teacher interventionists through the Research Based Reading Instruction Allocation.

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

Supplemental Intervention Materials are as follows:

- a. McGraw-Hill WonderWorks K-5
- b. Saxon Phonics K-2 (Extend Day Schools only)
- c. i-Ready Toolkit K-8
- d. Paths to College and Careers (grades 11-12)
- e. Words Their Way
- f. Quick Reads

These interventions are provided using multi-sensory strategies embedded in the programs. Visual learners are provided with graphics and charts to aid in comprehension. Kinesthetic learners are urged to make marginal notes, highlight text and sketch visual images created by

the text. Auditory learners are able to have some text read to them. Other portions of the intervention provide students with specific sound-spelling correlations to scaffold decoding. Computer components of the interventions also allow tactile learners to manipulate the mouse and keyboard to access text, and practice foundational skills.

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

Approximately, \$1,380,838.00 will be expended from the Research-Based Reading Instruction Allocation on Tier 3 intervention materials for grades K-5.

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

Program materials were purchased using the Research-Based Reading Instruction Allocation.

**Summer Reading Camps**

Please complete the following questions regarding SRC:

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

2. **Email Address:**[pward@dadeschools.net](mailto:pward@dadeschools.net)

3. **Phone Number:**305-995-3122

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

To be determined

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

a. **Start Date:** July 1, 2019

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

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

d. **End Date:** July 29, 2019

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

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

Yes

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

1:18

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

Yes, rising 3<sup>rd</sup> grade students

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

SAT-10 Assessment

**300 Lowest-Performing Elementary Schools**

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

**Budget Review**

Estimated proportional share distributed to district charter schools	\$2,932,471.00
District expenditures on reading coaches	\$5,100,000.00
District expenditures on intervention teachers	\$1,888,000.00
District expenditures on supplemental materials or interventions	\$1,380,838.00
District expenditures on professional development	\$933,529.00
District expenditures on summer reading camps	\$1,451,500.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	\$1,330,191.00
Flexible Categorical Spending	0
Sum of Expenditures	\$15,016,529.00
Amount of district research-based reading instruction allocation for	\$15,016,529.00

2019-2020

## APPENDIX A

### 2019-2020 K-12 CRRP Meeting with ESE and Bilingual Department

#### AGENDA

April 2, 2019

9:00 am – 11:00 am

- I. 2019-2020 K-12 Comprehensive Research-Based Reading Plan
- II. Alignment between the District's Special Programs and Procedures (SP&P) requirements
- III. Student Intervention Placement Charts
- IV. Multi-Tiered Systems of Support (MTSS)/RtI

**Members in Attendance:** Vanessa De La Pena (Elementary ELA Director), Pauline Ward (Elementary ELA Supervisor), Karen Spigler (Secondary ELA Director), Sharon Scruggs-Williams (Secondary Supervisor), Laurie Kaplan (Secondary Supervisor), Rosa Ochoa-Yannazzo (Secondary Supervisor), Ana Gutierrez (Bilingual Director), and Reagan Chalmers (ESE K-12 Supervisor), Education Transformation Office (Supervisor), District Management Information Systems (MIS) contact.

2018-2019 K-12 CRRP Meeting with ELL Department

AGENDA

April 6, 2018

11:00 am – 12:00 pm

I. 2018-2019 K-12 Comprehensive Research-Based Reading Plan

II. Alignment with the District's ELL Plan

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

## APPENDIX B

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

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

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

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to 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-1 Enrichment/Intervention Placement Chart

**Note:** All students receive 90 minutes of uninterrupted Tier 1 core reading instruction which includes explicit, systematic, differentiated and multisensory instruction in both whole group and small group using McGraw-Hill Reading Wonders.

Enrichment					
Student Criteria	Time	Resources	Monitoring	Certification	
<ul style="list-style-type: none"> <li>• <b>SAT-10</b> above the 60<sup>th</sup> percentile</li> <li>• <b>FLKRS</b> Scale Score 497-529</li> <li>• <b>i-Ready</b> Instructional Groupings 4 and 5</li> </ul> <p><b>Note:</b> Instructional grouping 4 will be best served in differentiated instruction during the 90-minute reading block that must include lessons that remediate the deficiencies identified in the student group report in i-Ready.</p>	Within the 90-minute reading block during DI	No Intervention Needed (Provide Enrichment) <ul style="list-style-type: none"> <li>➤ Extended Complex Text</li> <li>➤ Genre Studies (Grade 1)</li> <li>➤ Beyond Leveled Readers and Practice Book</li> <li>➤ Literature Circles</li> <li>➤ Integration of Knowledge and Ideas (Blue Pages)</li> </ul>	Continue monitoring unit or weekly assessments	Teacher <b>DOES NOT</b> have to be reading endorsed or certified	
Tier 2 "Targeted" Intervention					
Student Criteria	Time	Course Codes	Research-Based Program	Growth Monitoring	Certification
<ul style="list-style-type: none"> <li>• <b>SAT-10</b> between 30<sup>th</sup> and 59<sup>th</sup> percentile</li> <li>• <b>FLKRS</b> Scale Score 438-496</li> <li>• <b>i-Ready</b> Instructional Groupings 2 and 3</li> </ul>	Additional 30 minutes daily	(Functional Basic Skills in Reading)  K-5010020B1 1-5010020C1	McGraw-Hill WonderWorks	<ul style="list-style-type: none"> <li>• i-Ready Growth Monitoring (refer to growth monitoring calendar)</li> <li>• WonderWorks Unit Assessments</li> </ul>	Teacher <b>DOES NOT</b> have to be reading endorsed or certified

**Note:** WonderWorks intervention **MUST** be 30 minutes daily in addition to the 90-minute reading block.

**Tier 3**

**“Intensive” Intervention**

**Notes:** Tier 3 intervention **must** be provided by a reading endorsed or certified teacher (per s. 1011.62(9)(c)7(d)1 F.S.).

Tier 3 intervention is in addition to Tier 2 targeted intervention.

Student Criteria	Time	Course Codes	Research-Based Resources/Programs	Growth Monitoring	Certification
<ul style="list-style-type: none"> <li>• <b>Retainees*</b> (current year)</li> <li>• <b>FLKRS</b> Scale Score ≤437</li> <li>• <b>SAT-10</b> below the 29th percentile</li> <li>• <b>i-Ready</b> Instructional Grouping 1</li> </ul>	Based on student need in addition to Tier 2 intervention	(Functional Basic Skills in Communication)  K-5010030B1 1-5010030C1	WonderWorks Adaptive Learning (Phonemic Awareness and Phonics)	Ongoing progress monitoring based on student need and program/resource selected	Reading Endorsed or Certified by 2020-2021

Any student who exhibits a substantial deficiency in reading, (SAT-10 score below the 29<sup>th</sup> percentile) must be given intensive intervention (Tier 3). (State Statute 1008.25).

**Note:** Students receiving Tier 3 intensive intervention **MUST** also be receiving Tier 2 targeted daily intervention.

**2-5 Enrichment/Intervention Placement Chart**

**Note:** All students receive 90 minutes of uninterrupted Tier 1 core reading instruction which includes explicit, systematic, differentiated and multisensory instruction in both whole group and small group using McGraw-Hill Reading Wonders.

Enrichment				
Student Criteria	Time	Resources	Monitoring	Certification
<ul style="list-style-type: none"> <li>• <b>SAT</b> above the 70<sup>th</sup> percentile</li> <li>• <b>FSA</b> Levels 3, 4 or 5</li> <li>• <b>i-Ready</b> Instructional Groupings 4 and 5</li> </ul>	Within the 90-minute reading block during DI  <div style="border: 1px solid black; padding: 5px;"> <b>Note:</b> Instructional grouping 4 will be best served in differentiated instruction during the 90-minute reading block that must include lessons that remediate the deficiencies identified in the student group report in i-Ready                     </div>	No Intervention Needed (Provide Enrichment) <ul style="list-style-type: none"> <li>➤ Extended Complex Text</li> <li>➤ Genre Studies</li> <li>➤ Beyond Leveled Readers and Practice Book</li> <li>➤ Literature Circles</li> <li>➤ Integration of Knowledge and Ideas (Blue Pages)</li> </ul>	Continue monitoring McGraw-Hill FSA bi-weekly assessments to ensure mastery of LAFS standards	Teacher DOES NOT have to be reading endorsed or certified



### Tier 2- “Targeted” Intervention

Student Criteria	Time	Course Codes	Research-Based Program		Growth Monitoring	Certification
<ul style="list-style-type: none"> <li>• <b>SAT-10</b> between 30<sup>th</sup> and 69<sup>th</sup> percentile</li> <li>• <b>FSA</b> Level 1 (1.3) or <b>FSA</b> Level 2</li> <li>• <b>i-Ready</b> Instructional Groupings 2 and 3</li> </ul>	Additional 30 minutes daily	(Functional Basic Skills in Reading) 2-5010020D1 3-5010020E1 4-5010020F1 5-5010020G1	McGraw-Hill WonderWorks		<ul style="list-style-type: none"> <li>• i-Ready Growth Monitoring (refer to growth monitoring calendar)</li> <li>• Wonderworks ACT bi-weekly Assessment</li> <li>• Foundational Skills assessment</li> </ul>	Teacher DOES NOT have to be reading endorsed or certified
			<b>2<sup>nd</sup>/3<sup>rd</sup> Grade</b>			
			<b>Criteria:</b> Reading Comprehension two years or more below grade-level  WonderWorks Foundational Skill (FS)	<b>Criteria:</b> Reading Comprehension on or one year below grade-level  WonderWorks Access Complex Text (ACT)		
			<b>4<sup>th</sup>/5<sup>th</sup> Grade</b>			
			Access Complex Text (ACT)			

**Note:** WonderWorks intervention **MUST** be 30 minutes daily in addition to the 90-minute reading block.

### Tier 3- “Intensive” Intervention\*

**Notes:** Tier 3 intervention **must** be provided by a reading endorsed or certified teacher (per s. 1011.62(9)(c)7(d)1 F.S.).

Tier 3 intervention is in addition to Tier 2 targeted intervention.

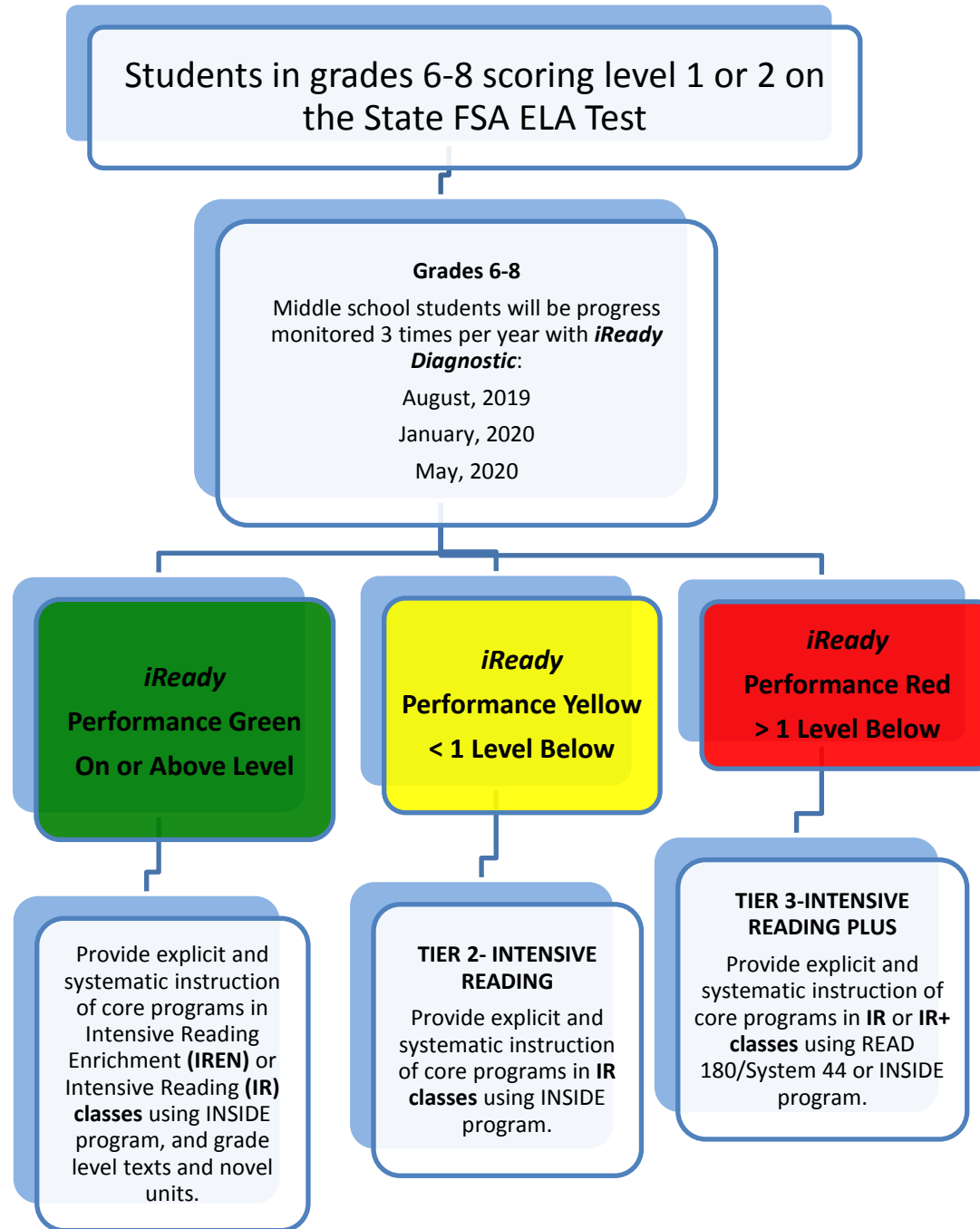
Student Criteria	Time	Course Codes	Research-Based Resources/Programs	Growth Monitoring	Certification
<ul style="list-style-type: none"> <li>• <b>Retainees</b> (current year)</li> <li>• <b>SAT-10</b> Stanine below the 29<sup>th</sup> percentile (2<sup>nd</sup> Grade)</li> <li>• 3<sup>rd</sup> Grade Retainees</li> <li>• <b>FSA</b> Level 1’s (1.1- Low-Level and 1.2 Mid-Level)</li> <li>• <b>i-Ready</b> Instructional Grouping 1</li> </ul>	Based on student need in addition to Tier 2 intervention	(Functional Basic Skills in Communication) 2-5010030D1 3-5010030E1 4-5010030F1 5-5010030G1	<ul style="list-style-type: none"> <li>➤ WonderWorks Foundational Skills (FS) <b>Grades 4-5</b></li> <li>➤ Words Their Way <b>Grades 2-3</b> (Multisensory)</li> <li>➤ Quick Reads (Fluency, Vocabulary, and Comprehension) <b>Grades 4-5</b></li> </ul>	Ongoing progress monitoring based on student need and program/resource selected	Reading Endorsed or Certified by 2020-2021

**Note:** Any student who exhibits a substantial deficiency in reading, (reading two or more grade-levels below) must be given intensive intervention (Tier 3). (State Statute 1008.25).

Provide students who are retained under paragraph (5)(b), including students participating in the school district’s summer reading camp under subparagraph (a)2., with a highly effective teacher as determined by the teacher’s performance evaluation under s. 1012.34, and, beginning July 1, 2020, the teacher must also be certified or endorsed in reading for Tier 1 Core Instruction.

\*Tier 3 intensive intervention is prescriptive, individualized, and more explicit instruction that focuses on remediation of skills. It requires increased time and intensity of instruction to meet the needs of the students.

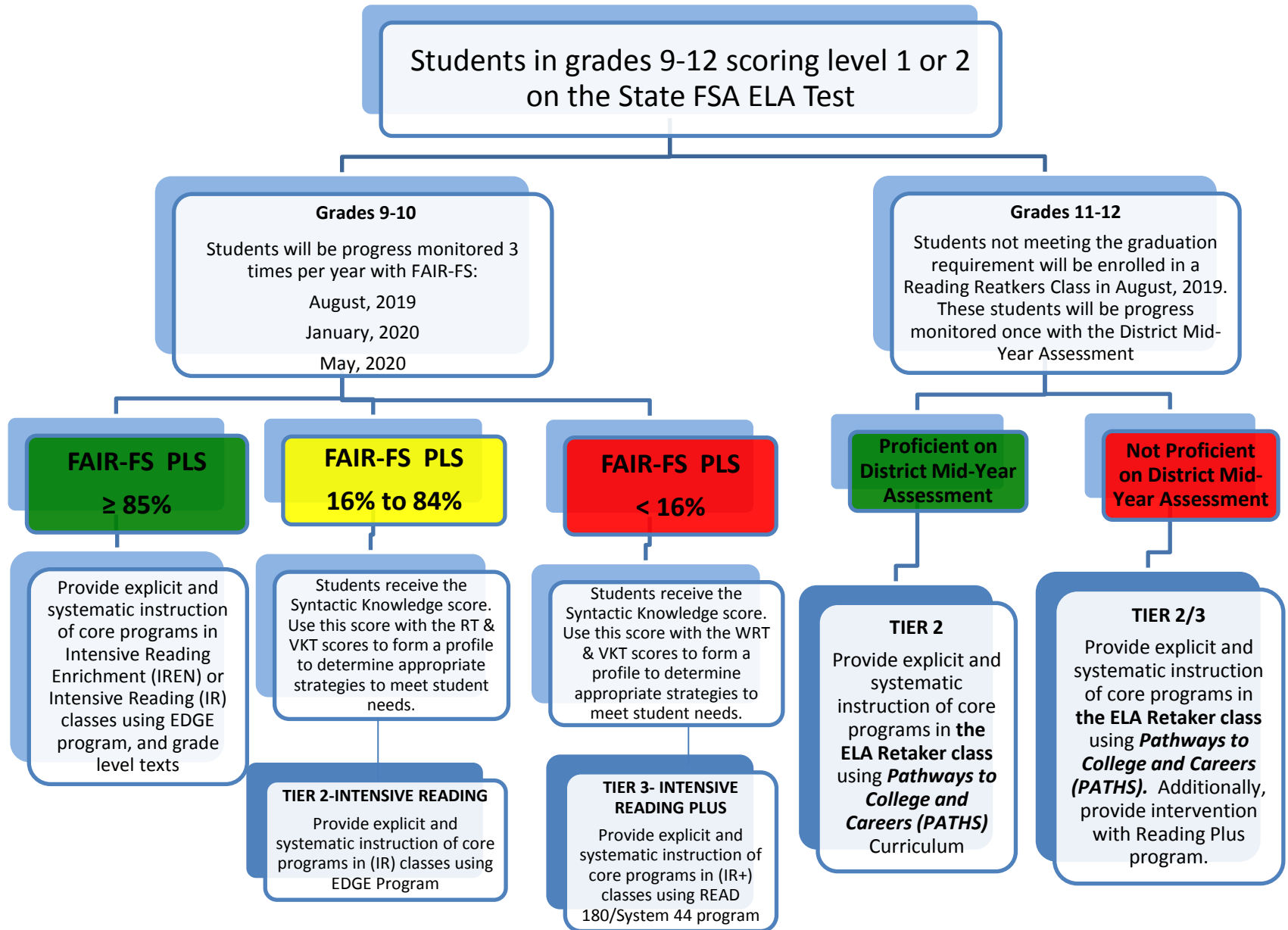
MIAMI-DADE COUNTY PUBLIC SCHOOLS- Grades 6-8  
Assessment / Curriculum Decision Tree- 2019– 2020  
Chart DT2



# MIAMI-DADE COUNTY PUBLIC SCHOOLS- Grades 9-12

## Assessment / Curriculum Decision Tree- 2019-2020

### Chart DT3



2018 - 2019 SCHOOL TIER

RELEASED SCHOOLS

LEVEL	# OF SCHOOLS
ES	14
K8	0
MS	2
HS	0
<b>TOTAL</b>	<b>16</b>

ELEMENTARY SCHOOLS (14)

0161 - Avocado Elementary School  
 0361 - Biscayne Gardens Elementary School  
 0461 - Brentwood Elementary School  
 0881 - Comstock Elementary School  
 3241 - Miami Gardens Elementary School  
 3701 - Norland Elementary School  
 3781 - Barbara Hawkins Elementary School

3861 - North Glade Elementary School  
 3941 - North Miami Elementary School  
 4021 - Oak Grove Elementary School  
 4491 - Henry E. S. Reeves Elementary School  
 4581 - Redland Elementary School  
 4681 - Riverside Elementary School  
 4881 - Scott Lake Elementary School

K-8 SCHOOLS (0)

MIDDLE SCHOOLS (2)

6231 - Hialeah Middle School  
 6781 - Richmond Heights Middle School

HIGH SCHOOLS (0)

TIER 1 - WATCH SCHOOLS

LEVEL	# OF SCHOOLS
ES	9
K8	2
MS	0
HS	4
<b>TOTAL</b>	<b>15</b>

ELEMENTARY SCHOOLS (9)

0101 - Arcola Lake Elementary School  
 0261 - Bel-Aire Elementary School  
 0641 - Bunche Park Elementary School  
 0681 - Carol City Elementary School  
 0801 - Citrus Grove Elementary School  
 2801 - Lake Stevens Elementary School  
 4091 - Olympia Heights Elementary School

4401 - Kelsey Pharr Elementary School  
 5081 - Dr. Frederica S. Wilson/Skyway Elementary School

K-8 SCHOOLS (2)

1401 - Charles R. Drew K-8 Center  
 3821 - North County K-8 Center

MIDDLE SCHOOLS (0)

HIGH SCHOOLS (4)

7011 - American Senior High School  
 7131 - Hialeah-Miami Lakes Senior High School  
 7461 - Miami Senior High School  
 7701 - South Dade Senior High School

TIER 2 SCHOOLS

LEVEL	# OF SCHOOLS
ES	9
K8	5
MS	3
HS	3
<b>TOTAL</b>	<b>20</b>

ELEMENTARY SCHOOLS (9)

0521 - Broadmoor Elementary School  
 0561 - W. J. Bryan Elementary School  
 1161 - Crestview Elementary School  
 1361 - Frederick Douglass Elementary School  
 2821 - Lakeview Elementary School  
 3041 - Lorah Park Elementary School  
 3181 - Melrose Elementary School  
 4341 - Parkway Elementary School  
 5971 - Nathan B. Young Elementary School

K-8 SCHOOLS (5)

0661 - Caribbean K-8 Center  
 1601 - Edison Park K-8 Center  
 1681 - Lillie C. Evans K-8 Center  
 3621 - Coconut Palm K-8 Academy  
 4391 - Irving & Beatrice Peskoe K-8 Center

MIDDLE SCHOOLS (3)

6281 - Thomas Jefferson Middle School  
 6571 - Norland Middle School  
 6631 - North Miami Middle School

HIGH SCHOOLS (3)

7111 - Hialeah Senior High School  
 7381 - Miami Norland Senior High School  
 7591 - North Miami Senior High School

TIER 3 SCHOOLS

LEVEL	# OF SCHOOLS
ES	24
K8	7
MS	11
HS	9
<b>TOTAL</b>	<b>51</b>

ELEMENTARY SCHOOLS (24)

0081 - Lenora B. Smith Elementary School  
 0311 - Goulds Elementary School  
 0401 - Van E. Blanton Elementary School  
 1561 - Earlington Heights Elementary School  
 2161 - Golden Glades Elementary School  
 2241 - Gratigny Elementary School  
 2501 - Holmes Elementary School  
 2941 - Laura C. Saunders Elementary School  
 2981 - Liberty City Elementary School  
 3021 - Jesse J. McCrary/Little River Elementary School  
 3051 - Toussaint L' Overture Elementary School  
 3301 - Miami Park Elementary School  
 3541 - Robert Russa Moton Elementary School  
 4071 - Agenoria S. Paschal/Olinda Elementary School  
 4121 - Dr. Robert B. Ingram Elementary School  
 4171 - Orchard Villa Elementary School  
 4301 - Parkview Elementary School  
 4441 - Pine Lake Elementary School

4461 - Pine Villa Elementary School  
 4501 - Poinciana Park Elementary School  
 4541 - Rainbow Park Elementary School  
 4841 - Santa Clara Elementary School  
 4961 - Shadowlawn Elementary School  
 5931 - Phillis Wheatley Elementary School

K-8 SCHOOLS (7)

0073 - Mandarin Lakes K-8 Center  
 1441 - Paul L. Dunbar K-8 Center  
 2041 - Benjamin Franklin K-8 Center  
 2911 - Linda Lentin K-8 Center  
 5791 - West Homestead K-8 Center  
 5861 - Dr. Henry W. Mack/W. Little River K-8 Center  
 5901 - Carrie P. Meek/Westview K-8 Center

MIDDLE SCHOOLS (11)

6011 - Georgia Jones-Ayers Middle School  
 6031 - Brownsville Middle School  
 6051 - Carol City Middle School  
 6091 - Citrus Grove Middle School  
 6111 - Cutler Bay Middle  
 6251 - Homestead Middle School  
 6361 - Jose De Diego Middle School  
 6391 - Madison Middle School  
 6411 - Horace Mann Middle School  
 6591 - North Dade Middle School  
 6761 - Redland Middle School  
HIGH SCHOOLS (9)  
 7151 - Homestead Senior High School  
 7231 - Miami Carol City Senior High School  
 7251 - Miami Central Senior High School  
 7301 - Miami Edison Senior High School  
 7341 - Miami Jackson Senior High School  
 7411 - Miami Northwestern Senior High School  
 7541 - North Miami Beach Senior High School  
 7731 - Miami Southridge Senior High School  
 7791 - Booker T. Washington Senior High School

## APPENDIX C

### **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:** Miami-Dade County Public Schools
- 2. Contact name for schools covered on this plan:** Dr. David Moore
- 3. Contact phone number:** 305-995-1405
- 4. Contact email:** [dmoore@dadeschools.net](mailto:dmoore@dadeschools.net)
- 5. Schools covered by this plan:** 18 schools

#### **Section 2: Length of School Day**

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

- 1. School start time:** 8:35 a.m.(K-5)
- 2. School dismissal time:** 3:05 (K-1) 4:05 p.m.(2-5)
- 3. Total number of instructional minutes per day:** 425 minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 180 minutes

#### **Section 3. Instructional Design**

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

Students enrolled in L300 schools who scored an FSA ELA Level 4 or 5 are offered multiple reading enrichment opportunities during the extended hour. An instructional framework has been designed to provide enrichment lessons that require students to analyze and synthesize information across multiple texts in writing. Students will be applying close reading strategies using novel study lessons created for enrichment. Students will also utilize the McGraw-Hill Wonders Beyond Leveled Readers and Research and Inquiry projects to promote higher level thinking skills that go across texts. Students will be evaluated using the rubric provided by the Wonders series.

- 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.**

The additional hour of reading instruction is provided by teachers and reading specialists that are endorsed or certified in reading and have achieved high levels of academic success based on the data indicator under the teacher evaluation performance rating. In addition to certified teachers, interventionists have been hired to provide additional support. All teachers and interventionists have been trained on the research-based program being utilized during the additional hour of instruction. Teachers providing interventions are highly effective as determined by the teacher's performance evaluation. Reading teachers and specialists are monitored throughout the year to ensure high quality instruction is provided to all students during the additional hour. Administrators review student data across all tiers of instruction on a bi-weekly/quarterly basis to monitor effectiveness of intensive reading instruction during the additional hour.

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

The research-based reading programs utilized in M-DCPS for the 2018-2019 school year during the additional hour of reading instruction were Saxon Phonics and Spelling and McGraw-Hill WonderWorks. Both programs proved to accelerate progress for students exhibiting a substantial reading deficiency based on the iReady Diagnostic and Growth Monitoring assessment data throughout the year. For the 2019-2020 school year, the district will continue to use the same Tier 2 intervention program. For Tier 3 intervention, the district will be utilizing the following research-based programs that employ multi-sensory strategies: Adaptive Learning (K-1), Words their Way (2-3), and Quick Reads (4-5). In-program progress monitoring quick checks and oral reading fluency probes will be used to track Tier 2 and Tier 3 student data.

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

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

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

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

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

The research-based reading programs used for intensive reading instruction in the additional hour include content area reading across all subjects and provide opportunities for students to respond to reading in writing across texts for grades K-5. The instructional frameworks include the integration of social studies, science, and mathematics-text reading to build content and background knowledge.