**Palm Beach 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:** Diana Fedderman
**Contact Email:** diana.fedderman@palmbeachschools.org
**Contact Telephone:** 561-951-8326

## 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 | 57 | 56 | 59 | 58 | 61 | 63 |

| Growth (Learning Gains) Goals | 2015-2016 Actual | 2016-2017 Goal | 2016-2017 Actual | 2017-2018 Goal | 2017-2018 Actual | 2018-2019 Goal | 2019-2020 Goal |
|---|---|---|---|---|---|---|---|
| State Gains FSA-ELA | 52 | * | 54 | * | 54 | * | 59 |
| District Gains FSA-ELA | 55 | 57 | 56 | 59 | 57 | 61 | 63 |

| State Achievement Gaps on FSA-ELA | 2015-2016 Actual | 2016-2017 Goal | 2016-2017 Actual | 2017-2018 Goal | 2017-2018 Actual | 2018-2019 Goal | 2019-2020 Goal |
|---|---|---|---|---|---|---|---|
| White/African American | 29 | * | 29 | * | 28 | * | 21 |
| White/Hispanic | 15 | * | 16 | * | 14 | * | 10 |
| Economically Disadvantaged/Non-Economically Disadvantaged | 27 | * | 27 | * | 26 | * | 19 |
| Students with Disabilities/Students without Disabilities | 37 | * | 38 | * | 38 | * | 25 |
| English Language Learners/ Non-English Language Learners | 30 | * | 32 | * | 31 | * | 20 |

| District Achievement Gaps on FSA-ELA | 2015-2016 Actual | 2016-2017 Goal | 2016-2017 Actual | 2017-2018 Goal | 2017-2018 Actual | 2018-2019 Goal | 2019-2020 Goal |
|---|---|---|---|---|---|---|---|
| White/African American | 36 | 34 | 37 | 31 | 36 | 28 | 24 |
| White/Hispanic | 25 | 23 | 27 | 21 | 25 | 19 | 16 |
| Economically Disadvantaged/Non-Economically Disadvantaged | 31 | 29 | 33 | 27 | 33 | 24 | 21 |
| Students with Disabilities/Students without Disabilities | 36 | 33 | 35 | 30 | 35 | 27 | 24 |
| English Language Learners/ Non-English Language Learners | 37 | 34 | 40 | 31 | 38 | 28 | 25 |

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

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

We plan to use the funds to impact student achievement by paying for salaries and benefits for 2 literacy managers and 1 literacy program planner. These positions will provide reading content support to school level administrators. They will also coordinate professional development and coaching services for schools based upon need and ensure that schools have appropriate reading curriculum materials and support for implementation. Funds will also be used for 14.06 literacy specialists and 1 resource teacher to implement professional development and coaching to support pedagogy and curriculum implementation at the teacher and school level. Additional funds will be used for supplemental materials for elementary schools in an effort to improve literacy instruction. We will also use the

allocation to pay for our Third Grade Summer Reading Camp program to provide additional reading support to our third grade students who did not score a Level 2 or higher on the FSA ELA.

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

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

   School-based administrators are responsible for collecting and reviewing students' progress towards end of year goals for each grade level. The Instructional and Regional Superintendents (principal supervisors) are responsible for meeting with their principals to ensure that schools are collecting and reviewing student data and are making progress towards their school improvement plan goals and district strategic plan goals. In addition, Academic Cabinet monitors schools' progress by reviewing data throughout different times of the year

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

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

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

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

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

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

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

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

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

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

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

Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student

reading deficiencies for Tier 2 and Tier 3 support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and continue to monitor students' progress. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

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

In alignment with the goals of the district's Strategic Action Plan, at both the elementary and secondary levels, district, regional and school leaders will work in concert. At school sites, the K-12 Comprehensive Reading Plan and School Improvement Plan will be used to guide observations made through the instructional rounds process, review student data, and to create action plans that address areas of need. The school's Leadership Team (that may include, but is not limited to, the reading coach, the Single School Culture Coordinator, administrators, and teachers) will align assessment, instruction and professional development needs. In addition, the Division of Teaching and Learning provides a district scope and sequence to support schools with pacing to ensure that all standards are addressed. We will be providing a new scope and sequence along with new module standards-based lessons for reading teachers in grades 3-5. Regional and Instructional Superintendents will support school level administration to elevate instructional leadership, monitor progress toward school and district goals, and monitor instructional alignment to grade-level LAFS.

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

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

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

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

For Middle School and High School, district and regional staff monitor student performance with mid-year district LAFS-based diagnostic and LAFS-based assessments to provide guidance to regions and schools on areas of need to ensure that classroom instruction is aligned to grade-level LAFS. In addition, regional staff, district staff and principals will conduct classroom walk through at the school level to confirm that classroom instruction is aligned to grade level LAFS.

5. **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.?**

   Professional Development Director, Jenifer Kuras

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

   The District is using other funding sources for inservice activities.

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.**

   Course 1008006

| | |
|---|---|
| Fundations | 1013021FY1500(AllYear) |
| Fundations | 1013021FY16(AllYear) |
| Fundations | 1013021FY17(PreKFundations) |
| Just Words | 1013021FY16JW |
| Just Words | 1013021FY17JW |
| Wilson Reading System - Level 1 Certification | 1013021FY19WilsonLevel1 |
| Wilson Reading System - Level 1 Certification | 1013021FY16Wilson1 |
| Wilson Reading System - Level 2 Certification | 1013021FY16WilsonLevel2 |
| Wilson Reading System Overview | 1013021FY17WRS |
| Wilson Reading System Overview | 1013021FY16WRS |

| | |
|---|---|
| Fundations | 1013021FY17NEW(AllYear) |
| Fundations | 1013021FY18(PreKFundations) |
| Fundations | 1013021FY19(PreKFundations) |
| Fundations | 1013021FY18NEW(AllYear) |
| Fundations | 1013021FY19NEW(AllYear) |
| Just Words | 1013021FY19JW |
| Just Words | 1013021FY18JW-Nov. 30-Dec. 1 |
| Wilson Reading System - Level 1 Certification | 1013021FY19WilsonLevel1 |
| Wilson Reading System - Level 2 Certification | 1013021FY18WilsonLevel2 |
| Wilson Reading System Overview | 1013021FY19WRS |

Using Multisensory Strategies for Teaching Reading Foundational Skills 2100055FY19
MultisensoryPDA R3eading Difficulties, Disabilities, and Dyslexia 2100054FY19
MindPlay Dyslexia 2100055FY18
Palabras a su Paso 2700009FY15005

## 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.**

   For district level coaches who are specialists/program planners/managers, a master's degree is required. For district level resource teachers who are reading coaches, reading endorsement or reading certification is required. Candidates must demonstrate the ability to support adult learners and have at least three years of successful literacy teaching experience and advanced coursework or professional development in reading is required. For school level coaches, candidates must demonstrate the ability to support adult learners and have at least three years of successful literacy teaching experience. The reading coach must be endorsed or K-12 certified in the area of reading, or working toward that status by completing a minimum of two reading endorsement competencies

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

   School Coaches: Boynton Beach High School and Palm Beach Lakes High School
   District Level Coaches (specialists/program planners/managers): 2 managers, 1 program planner, 14.06 literacy specialists, and 1 resource teacher will be supporting all of our schools with literacy professional development and coaching based upon school need and request.

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

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

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

a. **Elementary:** District Level Coaches: 2 managers, I program planner, 14.06 literacy specialists, and I resource teacher will be supporting all levels of our schools.
b. **Middle:** 0
c. **High:** 2 literacy coaches

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

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

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

   $ 1,913,668.00

**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?**

   The District is using other funding sources for these positions.

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.**

   N/A

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

a. **Elementary:** 0
b. **Middle:** 0
c. **High:** 0

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

   The District is using other funding sources for these positions.

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

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

   $573,799.00

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.**

   Over the years our schools have received numerous multisensory intervention materials from various funding sources. Some of the interventions include Fundations, Wilson, Leveled Literacy Intervention (LLI), Soluciones, Palabras a su Paso, HELPS and Estrellita, SPIRE, HD Words, and Just Words.

**Summer Reading Camps**

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Mary Ann Colbert

2. **Email Address:** maryann.colbert@palmbeachschools.org

3. **Phone Number:** 561-434-8854

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

   Gove, Cholee Lake, Elbridge Gale, Grassy Waters, Liberty Park, Palm Springs El, U.B. Kinsey/Palmview, Boca Raton El, Coral Reef, Coral Sunset, Diamond View, Morikami, North Grade, D.D. Eisenhower, Golden Grove, West Riveria

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

   a. **Start Date:** June 17th, 2019
   b. **Which days of the week is SRC offered:** Monday through Thursday
   c. **Number of instructional hours per day in reading:** 4
   d. **End Date:** July 18th, 2019
   e. **Total number of instructional hours of reading:** 76

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

   Our number one priority is to hire highly effective teachers for SRC. However, we do not have enough highly effective teachers interested in teaching SRC for the projected number of teachers needed to keep a low teacher-student ratio of 1:12. Since we do not have enough highly effective teachers interested in teaching SRC, we may need to hire some effective teachers. In addition, to ensure that we have the strongest literacy teachers in place for SRC, our SRC site administrators screen all of the SRC applicants based upon candidates' teaching experiences and literacy professional development/training. Once site administrators identify prospective candidates our district office reconfirms their highly effective/effective status before SRC candidates are hired.

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

   1:12

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

   No

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

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

**<u>300 Lowest-Performing Elementary Schools</u>**

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 | 1,000,000.00 |
| District expenditures on reading coaches | 1,913,668.00 |
| District expenditures on intervention teachers | 0.00 |
| District expenditures on supplemental materials or interventions | 573,799.00 |
| District expenditures on professional development | 0.00 |
| District expenditures on summer reading camps | 1,500,000.00 |
| District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools | 3,777,245.00 |
| Flexible Categorical Spending | 0.00 |
| Sum of Expenditures | 8,764,712.00 |
| Amount of district research-based reading instruction allocation for 2019-2020 | 8,764,712.00 |

# APPENDIX A

## 2019-2020 K-12 Comprehensive Researched-Based Reading Plan Meeting

Date April 25th, 2019

**Attendees**

| Name | Role |
|---|---|
| | Manager Exceptional Student Education |
| | Specialist MTSS |
| | Specialist MTSS |
| | Manager of Information Services |
| | Manager of Elementary Reading Interventions/CRRP |
| | Principal C.O. Taylor Kirkland |
| | Teacher C.O. Tayla/ Kirkland |
| | Program Planner for Multicultural Education |

**Agenda**

- Review of the K-12 Comprehensive Researched-Based Reading Plan
- Discuss Reading Instruction and Assessments
- Discuss Monitoring and Professional Development systems and structures
- Discuss the alignment between the District's Special Programs and Procedures
- Discuss the Intervention Decision Trees

## APPENDIX B

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

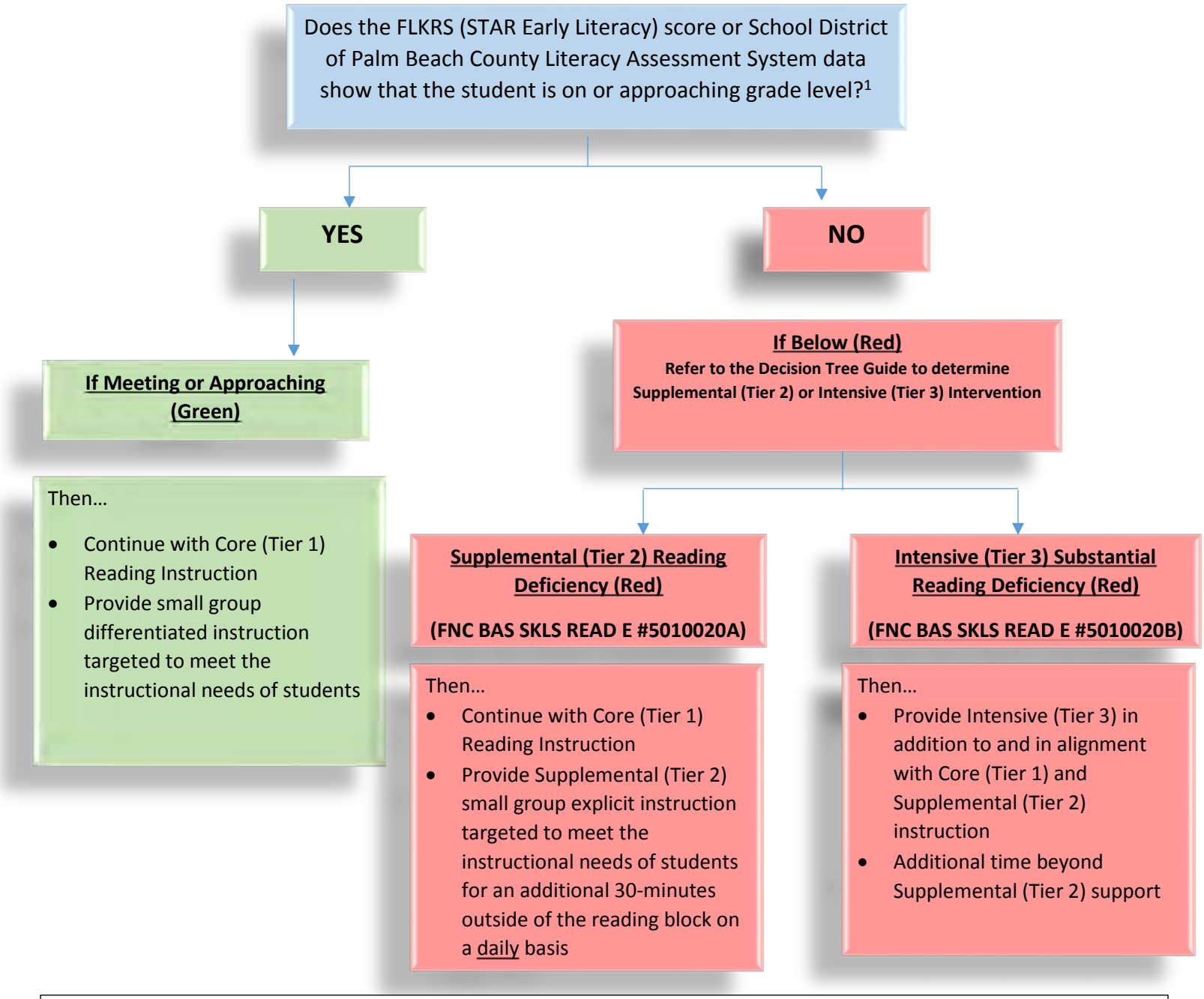
In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring,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

# FY20 Kindergarten Intervention Decision Tree




***Please Note:***

[1] *If the student is Meeting or Approaching in one assessment and falls in the Reading Deficiency or Substantial Reading Deficiency with the other assessment, based on the Decision Tree Guide, the teacher should consider other data (SDPBC Literacy Assessment Subtests) to determine whether the student receives Supplemental (Tier 2) or Intensive (Tier 3) intervention.*

*Prior to beginning the intervention process with ELLs, you must first determine if the reading deficiency is due to the lack of English language proficiency, or a true reading deficiency. (see page 22)*

*Approved reading intervention must be provided for students with disabilities. If the student is performing below grade level, ESE services during core instruction do not replace the need for intervention. (see page 22)*

*For Progress Monitoring Plan (PMP) guidance refer to the PMP Bulletin.*

| Kindergarten Decision Tree Guide | | | | |
|---|---|---|---|---|
| **Trimester** | **Meeting**<br>**GREEN**<br>**Core (Tier 1)** | **Approaching**<br>**GREEN**<br>**Core (Tier 1)** | **Reading Deficiency**<br>**RED**<br>**Supplemental (Tier 2)** | **Substantial Reading Deficiency**<br>**RED**<br>**Intensive (Tier 3)** |
| **Beginning of the Year** | **FLKRS:** 40%+ (Scale Score: 499+) | **FLKRS:** 25%-39% (Scale Score: 455-498) | **FLKRS:** 10%-24% (Scale Score: 405 -454) | **FLKRS:** Below 10% (Scale Score: 0 - 404) |
| **1st** | **Reading Running Record:** A Independent | **Early Literacy Behavior Assessment:** 4 or above | **Early Literacy Behavior Assessment:** 1-3 | **Early Literacy Behavior Assessment:** 0 |
| **2nd** | **Reading Running Record:** B/C Independent | **Reading Running Record:** A Independent | **Early Literacy Behavior Assessment:** 6-7 | **Early Literacy Behavior Assessment:** 5 or below |
| **3rd** | **Reading Running Record:** D/E Independent | **Reading Running Record:** C Independent | **Reading Running Record:** B Independent | **Reading Running Record:** A Independent |
| | | | | |
| **Core Programs/ Materials/ Strategies** | -Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-iReady | -Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-iReady | -Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction<br><br>-Use the iReady Student Profile Report to determine areas of strengths and weaknesses to target intervention | -Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way<br><br>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-Additional time beyond Supplemental (Tier 2) support<br><br>-Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction<br><br>-Use the iReady Student Profile Report to determine areas of strengths and weaknesses to target intervention |

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| **Intervention Suggestions** | | | -Leveled Literacy Intervention (LLI) (Multisensory Intervention)<br><br>-FUNdations Double Dose* (Multisensory Intervention)<br><br>-Florida Center for Reading Research (FCRR)<br><br>-iReady Tools for Instruction<br><br>-S.P.I.R.E./Sound Sensible (Multisensory Intervention)<br><br>-Other evidence/researched-based interventions | -Leveled Literacy Intervention (LLI), increase the time and add a targeted strategy/skill (Multisensory Intervention)<br><br>-Florida Center for Reading Research (FCRR)<br><br>-S.P.I.R.E./ Sound Sensible (Multisensory Intervention)<br><br>Other evidence/researched-based interventions |
| **Dual Language** | | | | |
| **Core Programs/ Materials/ Strategies** | - Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante, Estrellita<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency).<br><br>-Istation Español | - Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante, Estrellita<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-Istation Español | - Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante, Estrellita<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency).<br><br>-Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction.<br><br>-Use the Istation Español reports to determine targeted intervention decisions | - Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante, Estrellita<br><br>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency).<br><br>-Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction.<br><br>-Use the Istation Español reports to determine targeted intervention decisions |

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| **Intervention Suggestions** | | | -Soluciones (Multisensory Intervention)<br><br>- Florida Center for Reading Research (FCRR)<br><br>-iStation Español Teacher Resource lessons.<br><br>- Other evidence research based interventions | -Soluciones, increase the time and add a targeted strategy/skill (Multisensory Intervention)<br><br>- Florida Center for Reading Research (FCRR)<br><br>-iStation Español Teacher Resource lessons.<br><br>- Other evidence research based interventions |

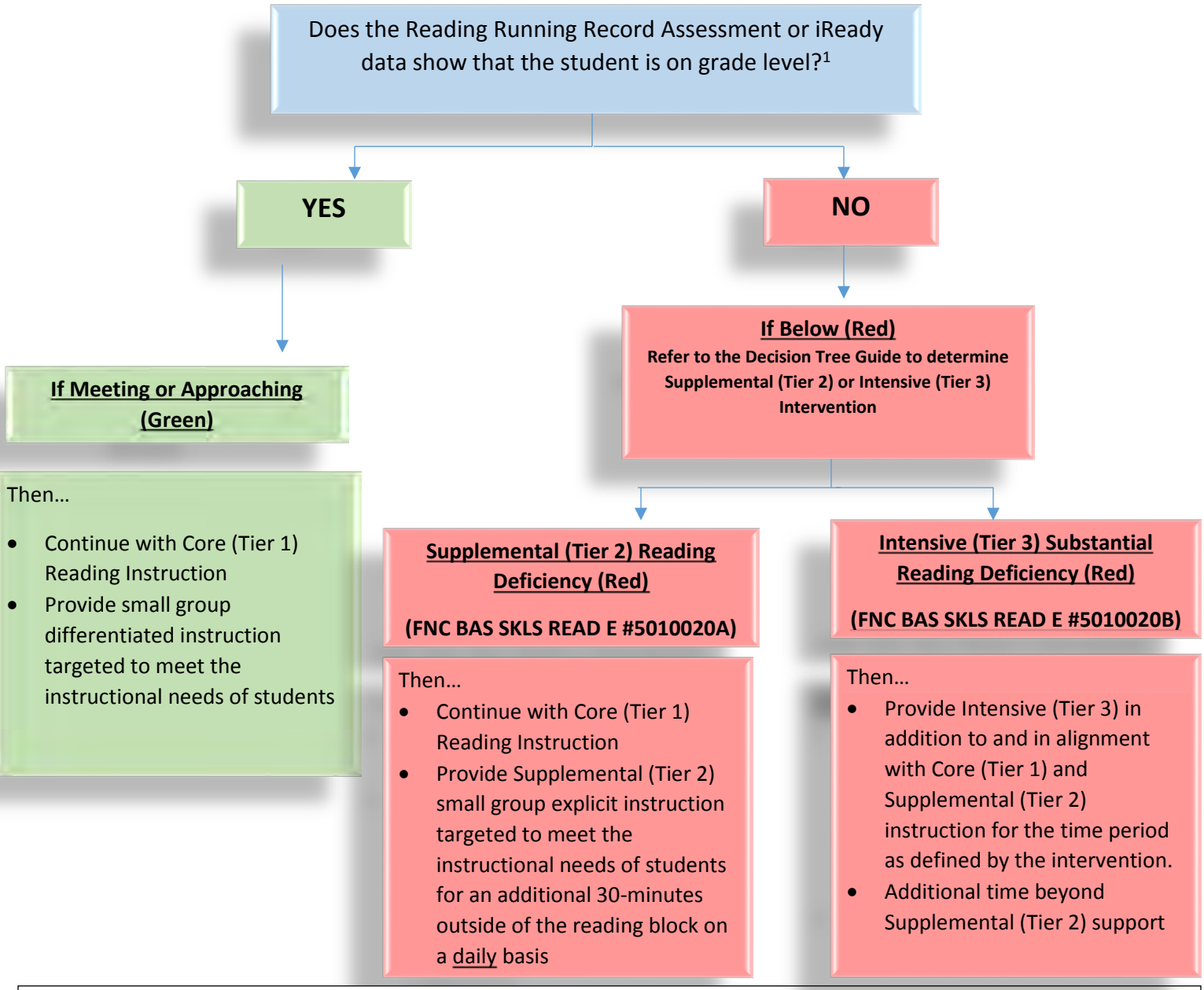
## Determining Student Targets for Intervention

Analyze the students' School District of Palm Beach County Literacy Assessment System's Reading Running Record, subtests and refer to the Continuum of Literacy Learning or iReady student reports to determine the targeted intervention instruction. See page 23 for additional support in this process.

Intensive (Tier3) instruction **MUST** include intensive, explicit, systematic and multisensory reading interventions, which will be provided to students in Kindergarten.

*In order for students to receive FUNdations Double Dose for Supplemental (Tier 2) Intervention, they must receive the FUNdations Standard Lesson **DAILY** during Core (Tier 1) instruction or at another time outside of the Intervention time.

# FY20 First-Third Grade Intervention Decision Tree




***Please Note:***

[1] *If the student is Meeting or Approaching in one assessment and falls in the Reading Deficiency or Substantial Reading Deficiency with the other assessment, based on the Decision Tree Guide, the teacher should consider other data (SDPBC Literacy Assessment Subtests) to determine whether the student receives Supplemental (Tier 2) or Intensive (Tier 3) intervention.*

*Prior to beginning the intervention process with ELLs, you must first determine if the reading deficiency is due to the lack of English language proficiency, or a true reading deficiency. (see page 22)*

*Approved reading intervention must be provided for students with disabilities. If the student is performing below grade level, ESE services during core instruction do not replace the need for intervention. (see page 22)*

*For Progress Monitoring Plan (PMP) guidance refer to the PMP Bulletin.*

| Grade 1 Decision Tree Guide | | | | |
|---|---|---|---|---|
| **Trimester** | **Meeting<br>GREEN<br>Core (Tier 1)** | **Approaching<br>GREEN<br>Core (Tier 1)** | **Reading Deficiency<br>RED<br>Supplemental (Tier 2)** | **Substantial Reading Deficiency<br>RED<br>Intensive (Tier 3)** |
| **Beginning of the Year** | **iReady:** 50th Percentile or above<br>OR<br>**Reading Running Record:** D/E Independent | **iReady:** 25th-49th Percentile<br>OR<br>**Reading Running Record:** C Independent | **iReady:** 12th-24th Percentile<br>OR<br>**Reading Running Record:** B Independent | **iReady:** 11th Percentile or below<br>OR<br>**Reading Running Record:** A Independent |
| **1st** | **Reading Running Record:** F Independent | **Reading Running Record:** D/E Independent | **Reading Running Record:** C Independent | **Reading Running Record:** B Independent or below |
| **2nd** | **iReady:** 50th Percentile or above<br>OR<br>**Reading Running Record:** G/H Independent | **iReady:** 25th-49th Percentile<br>OR<br>**Reading Running Record:** F Independent | **iReady:** 12th-24th Percentile<br>OR<br>**Reading Running Record:** E Independent | **iReady:** 11th Percentile or below<br>OR<br>**Reading Running Record:** C Independent or below |
| **3rd** | **iReady:** 50th Percentile or above<br>OR<br>**Reading Running Record:** I/J Independent | **iReady:** 25th-49th Percentile<br>OR<br>**Reading Running Record:** G/H Independent | **iReady:** 12th-24th Percentile<br>OR<br>**Reading Running Record:** F Independent | **iReady:** 11th Percentile or below<br>OR<br>**Reading Running Record:** E Independent or below |
| | | | | |
| **Core Program/ Materials/ Strategies** | -Whole Group instructional support through district-created units of study, CKLA, FUNdations Standard Lesson, Fountas & Pinnell Phonics Lessons, Words their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-iReady | -Whole Group instructional support through district-created units of study, CKLA, FUNdations Standard Lesson, Fountas & Pinnell Phonics Lessons, Words their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-iReady | -Whole Group instructional support through district-created units of study, CKLA, FUNdations Standard Lesson, Fountas & Pinnell Phonics Lessons, Words their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-Use the iReady Student Profile Report to determine areas of | -Whole Group instructional support through district-created units of study, CKLA, FUNdations Standard Lesson, Fountas & Pinnell Phonics Lessons, Words their Way<br><br>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-Additional time beyond Supplemental (Tier 2) support |

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| | | | strengths and weaknesses to target intervention<br><br>-Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction | -Use the iReady Student Profile Report to determine areas of strengths and weaknesses to target intervention<br><br>-Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction. |
| **Intervention Suggestions** | | | -Leveled Literacy Intervention (LLI) (Multisensory Intervention)<br><br>-FUNdations Double Dose* (Multisensory Intervention)<br><br>-Florida Center for Reading Research (FCRR)<br><br>-iReady Tools for Instruction<br><br>-S.P.I.R.E. (Multisensory Intervention)<br><br>-Other evidence/researched-based interventions | -Leveled Literacy Intervention (LLI), increase the time and add a targeted strategy/skill (Multisensory Intervention)<br><br>-Florida Center for Reading Research (FCRR)<br><br>-S.P.I.R.E. (Multisensory Intervention)<br><br>-Other evidence/researched-based interventions |
| **Dual Language** | | | | |
| **Core Program/ Materials/ Strategies** | - Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante, Estrellita<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency). | - Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante, Estrellita<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency) | - Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante, Estrellita<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency). | - Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante, Estrellita<br><br>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency). |

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| | -Istation Español | - Istation Español | -Use the SDPBC Literacy Assessment Subtest to determine targeted intervention instruction.<br><br>-Use Istation Español reports to determine areas of strengths and weakness to target intervention. | -Additional time beyond Supplemental (Tier 2) support<br><br>-Use the SDPBC Literacy Assessment Subtest to determine targeted intervention instruction. |
| **Intervention Suggestions** | | | -Soluciones (Multisensory Intervention)<br><br>- Florida Center for Reading Research (FCRR)<br><br>-iStation Español Teacher Resource lessons.<br><br>-Estrellita 1st grade Scope and Sequence<br><br>- Other evidence research based interventions | -Soluciones, increase the time and add a targeted strategy/skill (Multisensory Intervention)<br><br>- Florida Center for Reading Research (FCRR)<br><br>-iStation Español Teacher Resource lessons.<br><br>- Other evidence research based interventions |

**Determining Student Targets for Intervention**

Analyze the students' School District of Palm Beach County Literacy Assessment System's Reading Running Record, subtests and refer to the Continuum of Literacy Learning or iReady student reports to determine the targeted intervention instruction. See page 23 for additional support in this process.

Intensive (Tier 3) instruction **MUST** include intensive, explicit, systematic and multisensory reading interventions, which will be provided to students in First grade.

*In order for students to receive FUNdations Double Dose for Supplemental (Tier 2) Intervention, they must receive the FUNdations Standard Lesson **DAILY** during Core (Tier 1) instruction or at another time outside of the Intervention time.

| Grade 2 Decision Tree Guide | | | | |
|---|---|---|---|---|
| **Trimester** | **Meeting<br>GREEN<br>Core (Tier 1)** | **Approaching<br>GREEN<br>Core (Tier 1)** | **Reading Deficiency<br>RED<br>Supplemental (Tier 2)** | **Substantial Reading Deficiency<br>RED<br>Intensive (Tier 3)** |
| **Beginning of the Year** | **iReady:** 50th Percentile or above<br>OR<br>**Reading Running Record:** I/J Independent | **iReady:** 25th-49th Percentile<br>OR<br>**Reading Running Record:** G/H Independent | **iReady:** 12th-24th Percentile<br>OR<br>**Reading Running Record:** E/F Independent | **iReady:** 11th Percentile or below<br>OR<br>**Reading Running Record:** D Independent or below |
| **1st** | **Reading Running Record:** K Independent | **Reading Running Record:** I/J Independent | **Reading Running Record:** H Independent | **Reading Running Record:** F Independent or below |
| **2nd** | **iReady:** 50th Percentile or above<br>OR<br>**Reading Running Record:** L Independent | **iReady:** 25th-49th Percentile<br>OR<br>**Reading Running Record:** K Independent | **iReady:** 12th-24th Percentile<br>OR<br>**Reading Running Record:** J Independent | **iReady:** 11th Percentile or below<br>OR<br>**Reading Running Record:** I Independent or below |
| **3rd** | **iReady:** 50th Percentile or above<br>OR<br>**Reading Running Record:** M/N Independent | **iReady:** 25th-49th Percentile<br>OR<br>**Reading Running Record:** L Independent | **iReady:** 12th-24th Percentile<br>OR<br>**Reading Running Record:** K Independent | **iReady:** 11th Percentile or below<br>OR<br>**Reading Running Record:** J Independent or below |
| | | | | |
| **Core Program/ Materials/ Strategies** | -Whole Group instructional support through district-created units of study, CKLA, FUNdations Standard Lesson, Fountas & Pinnell Phonics Lessons, Words their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-iReady | -Whole Group instructional support through district-created units of study, CKLA, FUNdations Standard Lesson, Fountas & Pinnell Phonics Lessons, Words their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-iReady | -Whole Group instructional support through district-created units of study, CKLA, FUNdations Standard Lesson, Fountas & Pinnell Phonics Lessons, Words their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-Use the iReady Student Profile Report to determine areas of strengths and weaknesses to target intervention | -Whole Group instructional support through district-created units of study, CKLA, FUNdations Standard Lesson, Fountas & Pinnell Phonics Lessons, Words their Way<br><br>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency).<br><br>-Additional time beyond Supplemental (Tier 2) support |

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| | | | -Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction | -Use the iReady Student Profile Report to determine areas of strengths and weaknesses to target intervention<br><br>-Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction |
| **Intervention Suggestions** | | | -Leveled Literacy Intervention (LLI) (Multisensory Intervention)<br><br>-FUNdations Double Dose* (Multisensory Intervention)<br><br>-Florida Center for Reading Research (FCRR)<br><br>-iReady Tools for Instruction<br><br>-S.P.I.R.E. (Multisensory Intervention)<br><br>-HD Word (Multisensory Intervention)<br><br>-Other evidence/researched-based interventions | -Leveled Literacy Intervention (LLI), increase the time and add a targeted strategy/skill (Multisensory Intervention)<br><br>-Florida Center for Reading Research (FCRR)<br><br>-S.P.I.R.E. (Multisensory Intervention)<br><br>-HD Word (Multisensory Intervention)<br><br>-Other evidence/researched-based interventions |
| **Dual Language** | | | | |
| **Core Program/ Materials/ Strategies** | - Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante, Estrellita<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency). | - Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante, Estrellita<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency) | - Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante, Estrellita<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency). | - Whole Group instructional support through district-created Units of Study, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante, Estrellita<br><br>-Small Group (Rati 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency). |

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| | -Istation Español | - Istation Español | -Use the SDPBC Literacy Assessment Subtest to determine targeted intervention instruction.<br><br>-Use Istation Español reports to determine areas of strengths and weakness to target intervention. | -Additional time beyond Supplemental (Tier 2) support<br><br>-Use the SDPBC Literacy Assessment Subtest to determine targeted intervention instruction.<br><br>-Use Istation Español reports to determine areas of strengths and weakness to target intervention. |
| **Intervention Suggestions** | | | -Soluciones (Multisensory Intervention)<br><br>- Florida Center for Reading Research (FCRR)<br><br>-iStation Español Teacher Resource lessons.<br><br>-HELPS (fluency only)<br><br>- Other evidence research based interventions | -Soluciones, increase the time and add a targeted strategy/skill (Multisensory Intervention)<br><br>- Florida Center for Reading Research (FCRR)<br><br>-iStation Español Teacher Resource lessons.<br><br>-HELPS (fluency only) in addition to other intervention.<br><br>- Other evidence research based interventions |

**Determining Student Targets for Intervention**

Analyze the students' School District of Palm Beach County Literacy Assessment System's Reading Running Record, subtests and refer to the Continuum of Literacy Learning or iReady student reports to determine the targeted intervention instruction. See page 23 for additional support in this process.

Intensive (Tier 3) Instruction **MUST** include intensive, explicit, systematic and multisensory reading interventions, which will be provided to students in Second Grade.

*In order for students to receive FUNdations Double Dose for Supplemental (Tier 2) Intervention, they must receive the FUNdations Standard Lesson **DAILY** during Core (Tier 1) instruction or at another time outside of the Intervention time.

| Grade 3 Decision Tree Guide | | | | |
|---|---|---|---|---|
| **Trimester** | **Meeting<br>GREEN<br>Core (Tier 1)** | **Approaching<br>GREEN<br>Core (Tier 1)** | **Reading Deficiency<br>RED<br>Supplemental (Tier 2)** | **Substantial Reading Deficiency<br>RED<br>Intensive (Tier 3)** |
| **Beginning of the Year** | **iReady:** 50th Percentile or above<br>OR<br>**Reading Running Record:** M/N Independent | **iReady:** 25th-49th Percentile<br>OR<br>**Reading Running Record:** L Independent | **iReady:** 12th-24th Percentile<br>OR<br>**Reading Running Record:** K Independent | **iReady:** 11th Percentile or below<br>OR<br>**Reading Running Record:** J Independent or below<br>**Student Retained in 3rd Grade** |
| **1st** | **Reading Running Record:** N/O Independent | **Reading Running Record:** L/M Independent | **Reading Running Record:** K Independent | **Reading Running Record:** J Independent or below |
| **2nd** | **iReady:** 50th Percentile or above<br>OR<br>**Reading Running Record:** O/P Independent | **iReady:** 25th-49th Percentile<br>OR<br>**Reading Running Record:** M/N Independent | **iReady:** 12th-24th Percentile<br>OR<br>**Reading Running Record:** L Independent | **iReady:** 11th Percentile or below<br>OR<br>**Reading Running Record:** K Independent or below |
| **3rd** | **iReady:** 50th Percentile or above<br>OR<br>**Reading Running Record:** P/Q Independent | **iReady:** 25th-49th Percentile<br>OR<br>**Reading Running Record:** N/O Independent | **iReady:** 12th-24th Percentile<br>OR<br>**Reading Running Record:** M Independent | **iReady:** 11th Percentile or below<br>OR<br>**Reading Running Record:** L Independent or below |
| | | | | |
| **Core Program/ Materials/ Strategies** | -Whole Group instructional support through district-created Modules of Instruction, CKLA, Fountas & Pinnell Word Study Lessons, Words Their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-iReady | -Whole Group instructional support through district-created Modules of Instruction, CKLA, Fountas & Pinnell Word Study Lessons, Words Their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-iReady | -Whole Group instructional support through district-created Modules of Instruction, CKLA, Fountas & Pinnell Word Study Lessons, Words Their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-Use the iReady Student Profile Report to determine areas of strengths and weaknesses to target intervention<br><br>-Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction | -Whole Group instructional support through district-created Modules of Instruction, CKLA, Fountas & Pinnell Word Study Lessons, Words Their Way<br><br>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency).<br><br>-Additional time beyond Supplemental (Tier 2) support<br><br>-Use the iReady Student Profile Report to determine areas of strengths and weaknesses to target intervention |

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| | | | | -Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction |
| **Intervention Suggestions** | | | -Leveled Literacy Intervention (LLI) (Multisensory Intervention)<br><br>-Florida Center for Reading Research (FCRR)<br><br>-iReady Tools for Instruction<br><br>-Wilson (Multisensory Intervention)<br><br>-Other evidence/researched-based interventions | -Leveled Literacy Intervention (LLI), increase the time and add a targeted strategy/skill (Multisensory Intervention)<br><br>-Florida Center for Reading Research (FCRR)<br><br>-Other evidence/researched-based interventions |
| **Dual Language** | | | | |
| **Core Program/ Materials/ Strategies** | - Whole Group instructional support through district-created Modules of Instruction, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency).<br><br>-Istation Español | - Whole Group instructional support through district-created Modules of Instruction, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>- Istation Español | - Whole Group instructional support through district-created Modules of Instruction, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency).<br><br>-Use the SDPBC Literacy Assessment Subtest to determine targeted intervention instruction.<br><br>-Use Istation Español reports to determine areas of strengths and weakness to target intervention. | - Whole Group instructional support through district-created Modules of Instruction, CKLA, Fountas & Pinnell Phonics Lessons, FUNdations Standard Lesson, Words Their Way, Benchmark Advance/Adelante<br><br>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency).<br><br>-Use the SDPBC Literacy Assessment Subtest to determine targeted intervention instruction.<br><br>-Use Istation Español reports to determine areas of strengths and weakness to target intervention. |

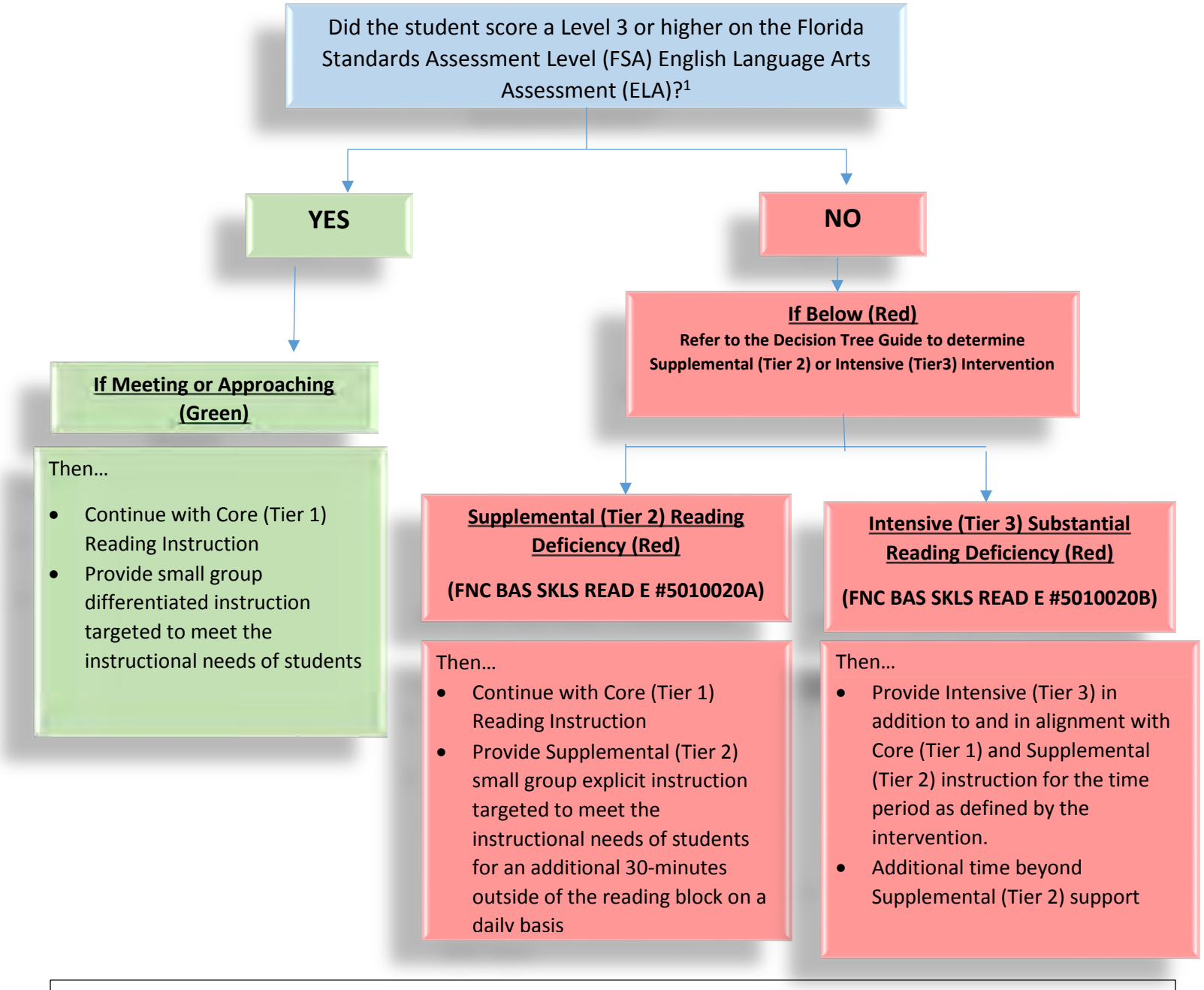
| | | | | |
|---|---|---|---|---|
| **Intervention Suggestions** | | | -Soluciones (Multisensory Intervention)<br><br>- Florida Center for Reading Research (FCRR)<br><br>-iStation Español Teacher Resource lessons.<br><br>-HELPS (fluency only)<br><br>- Other evidence research based interventions | - Florida Center for Reading Research (FCRR)<br><br>-iStation Español Teacher Resource lessons.<br><br>-HELPS (fluency only) in addition to other intervention.<br><br>- Other evidence research based interventions |

**Determining Student Targets for Intervention**

Analyze the students' School District of Palm Beach County Literacy Assessment System's Reading Running Record, subtests and refer to the Continuum of Literacy Learning or iReady student reports to determine the targeted intervention instruction. See page 23 for additional support in this process.

Intensive (Tier 3) Instruction **MUST** include intensive, explicit, systematic and multisensory reading interventions, which will be provided to students in Third Grade.

# FY20 Fourth-Fifth Grade Intervention Decision Tree




***Please Note:***

[1] *If the student is Meeting or Approaching in one assessment and falls in the Reading Deficiency or Substantial Reading Deficiency with the other assessment, based on the Decision Tree Guide, the teacher should consider other data (SDPBC Literacy Assessment Subtests) to determine whether the student receives Supplemental (Tier 2) or Intensive (Tier 3) intervention.*

*Prior to beginning the intervention process with ELLs,* ***you must first determine if the reading deficiency is due to the lack of English language proficiency, or a true reading deficiency.*** *(see page 22)*

*Approved reading intervention must be provided for students with disabilities. If the student is performing below grade level, ESE services during core instruction do not replace the need for intervention. (see page 22)*

*For Progress Monitoring Plan (PMP) guidance refer to the PMP Bulletin.*

| Grade 4 Decision Tree Guide | | | | |
|---|---|---|---|---|
| **Trimester** | **Meeting<br>GREEN<br>Core (Tier 1)** | **Approaching<br>GREEN<br>Core (Tier 1)** | **Reading Deficiency<br>RED<br>Supplemental (Tier 2)** | **Substantial Reading Deficiency<br>RED<br>Intensive (Tier 3)** |
| **Beginning of the Year** | **iReady:** 50th Percentile or above<br>OR<br>**Reading Running Record:** P/Q Independent | **iReady:** 25th-49th Percentile<br>OR<br>**Reading Running Record:** N/O Independent | **iReady:** 12th-24th Percentile<br>OR<br>**Reading Running Record:** M Independent | **iReady:** 11th Percentile or below<br>OR<br>**Reading Running Record:** L Independent or below |
| **1st** | **Reading Running Record:** Q/R Independent | **Reading Running Record:** O/P Independent | **Reading Running Record:** N Independent | **Reading Running Record:** M Independent or below |
| **2nd** | **iReady:** 50th Percentile or above<br>OR<br>**Reading Running Record:** R/S Independent | **iReady:** 25th-49th Percentile<br>OR<br>**Reading Running Record:** Q Independent | **iReady:** 12th-24th Percentile<br>OR<br>**Reading Running Record:** P Independent | **iReady:** 11th Percentile or below<br>OR<br>**Reading Running Record:** O Independent or below |
| **3rd** | **iReady:** 50th Percentile or above<br>OR<br>**Reading Running Record:** S/T Independent | **iReady:** 25th-49th Percentile<br>OR<br>**Reading Running Record:** R Independent | **iReady:** 12th-24th Percentile<br>OR<br>**Reading Running Record:** Q Independent | **iReady:** 11th Percentile or below<br>OR<br>**Reading Running Record:** P Independent or below |
| | | | | |
| **Core Program/ Materials/ Strategies** | -Whole Group instructional support through district-created Modules of Instruction, Expeditionary Learning (EL), Words Their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-iReady | -Whole Group instructional support through district-created Modules of Instruction, Expeditionary Learning (EL), Words Their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-iReady | -Whole Group instructional support through district-created Modules of Instruction, Expeditionary Learning (EL), Words Their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-Use the iReady Student Profile Report to determine areas of strengths and weaknesses to target intervention | -Whole Group instructional support through district-created Modules of Instruction, Expeditionary Learning (EL), Words Their Way<br><br>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency).<br><br>-Additional time beyond Supplemental (Tier 2) support |

| | | | | |
|---|---|---|---|---|
| | | | -Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction | -Use the iReady Student Profile Report to determine areas of strengths and weaknesses to target intervention<br><br>-Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction |
| **Interventions Suggested** | | | -Leveled Literacy Intervention (LLI) (Multisensory Intervention)<br><br>-Florida Center for Reading Research (FCRR)<br><br>-iReady Tools for Instruction<br><br>-Just Words (Multisensory Intervention)<br><br>-S.P.I.R.E. (Multisensory Intervention)<br><br>-HD Word (Multisensory Intervention)<br><br>-Other evidence/researched-based interventions | -Leveled Literacy Intervention (LLI), increase the time and add a targeted strategy/skill (Multisensory Intervention)<br><br>-Florida Center for Reading Research (FCRR)<br><br>-Wilson (Multisensory Intervention)<br><br>-S.P.I.R.E. (Multisensory Intervention)<br><br>-HD Word (Multisensory Intervention)<br><br>-Other evidence/researched-based interventions |
| **Dual Language** | | | | |
| **Core Program/ Materials/ Strategies** | -Whole Group instructional support through district-created Modules of Instruction, Benchmark Advance/Adelante<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency). | -Whole Group instructional support through district-created Modules of Instruction, Benchmark Advance/Adelante<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency) | -Whole Group instructional support through district-created Modules of Instruction, Benchmark Advance/Adelante<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency). | Whole Group instructional support through district-created Modules of Instruction, Benchmark Advance/Adelante<br><br>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency). |

| | | | | |
|---|---|---|---|---|
| | -Istation Español | - Istation Español | -Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction.<br><br>-Use Istation Español reports to determine areas of strengths and weakness to target intervention. | -Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction.<br><br>-Use Istation Español reports to determine areas of strengths and weakness to target intervention. |
| **Interventions Suggested** | | | -Soluciones (Multisensory Intervention)<br><br>- Florida Center for Reading Research (FCRR)<br><br>-iStation Español Teacher Resource lessons.<br><br>-HELPS (fluency only)<br><br>- Other evidence research based interventions | - Florida Center for Reading Research (FCRR)<br><br>-iStation Español Teacher Resource lessons.<br><br>-HELPS (fluency only) in addition to other intervention.<br><br>- Other evidence research based interventions |

**Determining Student Targets for Intervention**

Analyze the students' School District of Palm Beach County Literacy Assessment System's Reading Running Record, subtests and refer to the Continuum of Literacy Learning or iReady student reports to determine needs for targeted intervention instruction. See page 23 for additional support in this process.

| Grade 5 Decision Tree Guide | | | | |
|---|---|---|---|---|
| **Trimester** | **Meeting**<br>**GREEN**<br>**Core (Tier 1)** | **Approaching**<br>**GREEN**<br>**Core (Tier 1)** | **Reading Deficiency**<br>**RED**<br>**Supplemental (Tier 2)** | **Substantial Reading Deficiency**<br>**RED**<br>**Intensive (Tier 3)** |
| **Beginning of the Year** | **iReady:** 50th Percentile or above<br>OR<br>**Reading Running Record:** S/T Independent | **iReady:** 25th-49th Percentile<br>OR<br>**Reading Running Record:** R Independent | **iReady:** 12th-24th Percentile<br>OR<br>**Reading Running Record:** Q Independent | **iReady:** 11th Percentile or below<br>OR<br>**Reading Running Record:** P Independent or below |
| **1st** | **Reading Running Record:** T Independent | **Reading Running Record:** R/S Independent | **Reading Running Record:** Q Independent | **Reading Running Record:** P Independent or below |
| **2nd** | **iReady:** 50th Percentile or above<br>OR<br>**Reading Running Record:** U Independent | **iReady:** 25th-49th Percentile<br>OR<br>**Reading Running Record:** S/T Independent | **iReady:** 12th-24th Percentile<br>OR<br>**Reading Running Record:** R Independent | **iReady:** 11th Percentile or below<br>OR<br>**Reading Running Record:** Q Independent or below |
| **3rd** | **iReady:** 50th Percentile or above<br>OR<br>**Reading Running Record:** V Independent | **iReady:** 25th-49th Percentile<br>OR<br>**Reading Running Record:** T/U Independent | **iReady:** 12th-24th Percentile<br>OR<br>**Reading Running Record:** S Independent | **Reading Running Record:** R Independent or below |
| | | | | |
| **Core Program/ Materials/ Strategies** | -Whole Group instructional support through district-created Modules of Instruction, Expeditionary Learning (EL), Words Their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency) | -Whole Group instructional support through district-created Modules of Instruction, Expeditionary Learning (EL), Words Their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>-iReady | -Whole Group instructional support through district-created Modules of Instruction, Expeditionary Learning (EL), Words Their Way<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency) | -Whole Group instructional support through district-created Modules of Instruction, Expeditionary Learning (EL), Words Their Way<br><br>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral language, phonological awareness, phonics and fluency). |

| | | | | |
|---|---|---|---|---|
| | -iReady | | -Use the iReady Student Profile Report to determine areas of strengths and weaknesses to target intervention<br><br>-Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction | -Additional time beyond Supplemental (Tier 2) support<br><br>-Use the iReady Student Profile Report to determine areas of strengths and weaknesses to target intervention<br><br>-Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction |
| **Interventions Suggested** | | | -Leveled Literacy Intervention (LLI) (Multisensory Intervention)<br><br>-Florida Center for Reading Research (FCRR)<br><br>-iReady Tools for Instruction<br><br>-Just Words (Multisensory Intervention)<br><br>-S.P.I.R.E. (Multisensory Intervention)<br><br>-HD Word (Multisensory Intervention)<br><br>-Other evidence/researched-based interventions | -Leveled Literacy Intervention (LLI), increase the time and add a targeted strategy/skill (Multisensory Intervention)<br><br>-Florida Center for Reading Research (FCRR)<br><br>-Wilson (Multisensory Intervention)<br><br>-S.P.I.R.E. (Multisensory Intervention)<br><br>-HD Word (Multisensory Intervention)<br><br>-Other evidence/researched-based interventions |
| **Dual Language** | | | | |
| **Core Program/ Materials/ Strategies** | -Whole Group instructional support through district-created Modules of Instruction, Benchmark Advance/Adelante<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups | -Whole Group instructional support through district-created Modules of Instruction, Benchmark Advance/Adelante,<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups | -Whole Group instructional support through district-created Modules of Instruction, Benchmark Advance/Adelante,<br><br>-Small Group differentiated instruction which includes guided reading, skill/strategy groups (vocabulary, oral | Whole Group instructional support through district-created Modules of Instruction, Benchmark Advance/Adelante,<br><br>-Small Group (Ratio 1:3) differentiated instruction which includes guided reading, skill/strategy |

| | | | | |
|---|---|---|---|---|
| | (vocabulary, oral language, phonological awareness, phonics and fluency).<br><br>-Istation Español | (vocabulary, oral language, phonological awareness, phonics and fluency)<br><br>- Istation Español | language, phonological awareness, phonics and fluency).<br><br>-Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction.<br><br>-Use Istation Español reports to determine areas of strengths and weakness to target intervention. | groups (vocabulary, oral language, phonological awareness, phonics and fluency).<br><br>-Use the SDPBC Literacy Assessment Subtests to determine targeted intervention instruction.<br><br>-Use Istation Español reports to determine areas of strengths and weakness to target intervention. |
| **Interventions Suggested** | | | -Soluciones (Multisensory Intervention)<br><br>- Florida Center for Reading Research (FCRR)<br><br>-iStation Español Teacher Resource lessons.<br><br>-HELPS (fluency only)<br><br>- Other evidence research based interventions | - Florida Center for Reading Research (FCRR)<br><br>-iStation Español Teacher Resource lessons.<br><br>-HELPS (fluency only) in addition to other intervention.<br><br>- Other evidence research based interventions |

**Determining Student Targets for Intervention**

Analyze the students' School District of Palm Beach County Literacy Assessment System's Reading Running Record, subtests and refer to the Continuum of Literacy Learning or iReady student reports to determine the targeted intervention instruction. See page 23 for additional support in this process.

## Interventions for English Language Learners (ELLs)

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

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

### Resources for Professionals working with English Language Learners:

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

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

## Interventions for Students with Disabilities (SWDs)

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

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

# Steps to Determine a Target for and Choosing a Strategic Intervention

1. Look at the **Grade Level Intervention Decision Tree** to determine if the student has a reading deficiency.
2. If the student does have a reading deficiency, use the **Grade Level Decision Tree Guide** to determine if the student is to be placed in Supplemental (Tier 2) or Intensive (Tier 3) instruction.
    a. Use the specific evidence from the assessments on the **Grade Level Decision Tree Guide** to choose a target.
    b. If you do not have specific evidence, then look at all parts of the School District of Palm Beach County Literacy Assessment System's Reading Running Record and/or subtests and other formative assessments to help you. When determining a target for comprehension, you may want to consult Fountas and Pinnell's Continuum of Literacy Learning to narrow your focus around the strategic actions at the level of the student's current independent reading level.
3. Once you have determined the target, use the grade level chart to assist in choosing the strategic intervention that will best support the student's need.

**PLEASE NOTE:** If a student has more than one need, prioritize the needs by connecting a need to the strengths of the student and choose an appropriate intervention.

# 6-12 LITERACY INTERVENTION

# HANDBOOK

FY 20

Division of Teaching and Learning
Department of Exceptional Student Education
Department of Multicultural Education

# Table of Contents


| | | |
|---|---|---|
| Secondary Reading Intervention Options | ……. | 2 |
| Secondary Reading Placement Decision Tree: FY20 | ……. | 3 |
| Response to Intervention – Reading & Writing | ……. | 4 |
| Menu of Intervention Options – Secondary Reading | ……. | 5 |
| Computer-Based Intervention Guidelines | ……. | 9 |
| Phonics Program Guidelines | ……. | 10 |
| Interventions for English Language Learners (ELLs) | ……. | 12 |
| ELL Course Suggested Placement and Flow Chart | ……. | 14 |
| Interventions for Students with Disabilities (SWDs) | ……. | 15 |
| Interventions Contact List | ……. | 16 |

# Secondary Reading Intervention Options

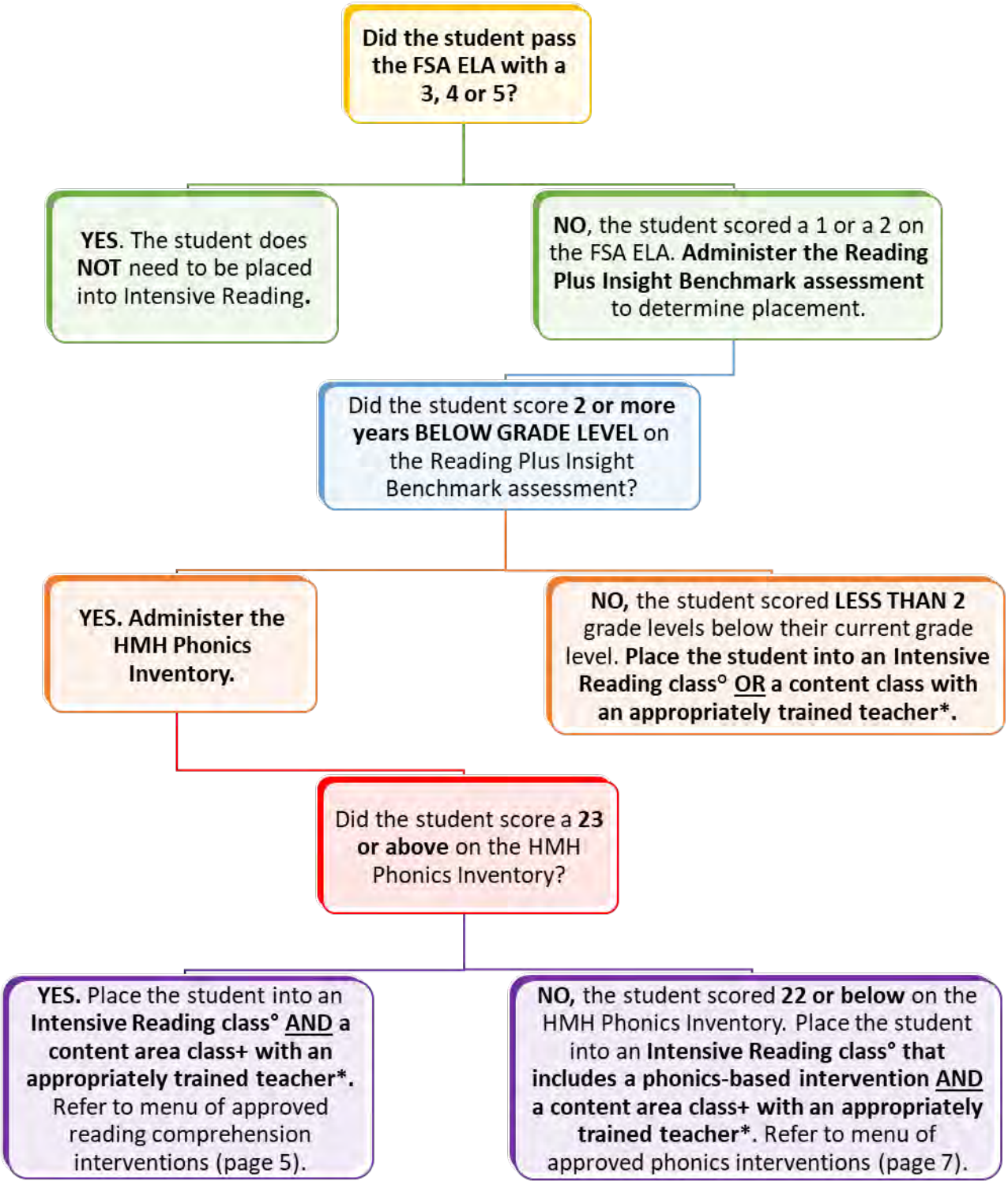
In order to support secondary students with the critical literacy skills necessary for academic success, as well as college and career readiness, the School District of Palm Beach County has created a deliberate menu of research-based intervention options for schools. These options are based on reading support programs that are aligned to the needs of secondary students. While specific elements of the intervention options may differ depending on grade level, there is consistency in recommended best practices for the Intensive Reading classroom (e.g., rotational model of instruction, which consists of whole group instruction, small group instruction, independent reading, and a technology component).

In order to begin the process of identifying necessary student literacy supports, the first task is to assess students to determine the areas of need that represent barriers to growth and achievement. Specific expectations for this process in each grade-level band are explained below.

## Reading Placement – Grades 6 - 12

The first step to determining student placement is to examine performance on the FSA ELA. The pathways for intervention decision-making are presented on the Secondary Reading Placement Decision Tree: FY20 (page 3). The Decision Tree clearly presents how to assess student need, and then place the student appropriately based on that need. For appropriate interventions, please refer to the Menu of Intervention Options on pages 5 - 8. Before determining reading placement for ELLs, refer to pages 12-14.

## Secondary Reading Placement Decision Tree: FY20




- o M/J Intensive Reading Course # 1000010
  High School Intensive Reading Course # 1000410
- * CLS, NGCAR or Reading Endorsement certified
- + Additional option: two periods of Intensive Reading

# Response to Intervention – Reading & Writing

Response to Intervention (RtI) is looked at in two related ways; (1) as a process and (2) as a function of instruction/intervention.

As a process, Problem Solving-Response to Intervention (PS/RtI) is the process of providing (1) high quality instruction/intervention matched to the student's needs, and (2) using learning rate over time and level of performance to (3) make important educational decisions. PS/RtI is an ongoing process of using student performance and related data to guide instructional and intervention decisions for all students. It is a multi-tiered, problem solving model of prevention, early intervention, and the use of educational resources to address student needs. PS/RtI matches instructional strategies and supports to a student's needs in an informed ongoing approach for planning, implementing, and evaluating the effectiveness of the curriculum, instruction, and related supports. The vehicle through which this allocation is done is the Problem Solving/School Based Team (PS/SBT).

Once the appropriate student placement decision has been made based on the Decision Tree, instructional decision making is supported by the Menu of Intervention Options for Secondary Reading (pages 5 - 8). The PS/SBT will review referral documentation and determine whether an intervention plan is needed. RtI is provided in varying intensities or tiers; Supplemental (Tier 2) or Intensive (Tier 3) as needed. If a student has received Supplemental (Tier 2) and has demonstrated a poor or questionable response, then the PS/SBT may determine that Intensive (Tier 3) is necessary. Intensive support is the most intensive instruction/intervention and should be teacher directed, as well as based upon an individual student's specific needs. Intensive support is provided daily in addition to and aligned with core and supplemental academic curriculum, instruction, and supports. 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.

The Menu of Intervention Options for Secondary Reading provide guidance for approved resources and intervention information. This guidance is provided based on the following research-based areas of literacy development:

- Vocabulary
- Phonological Awareness
- Phonics
- Fluency
- Comprehension
- Oral Language
- Writing

Additional general guidance is offered at: Just Read, Florida!.

# Menu of Intervention Options for Secondary Reading

The following research-based **COMPREHENSION INTERVENTIONS** are approved and provided by the District.

| Comprehension Intervention | Screening / Assessment | Target Audience | Intervention Information |
|---|---|---|---|
| Reading Plus | Insight Benchmark Assessment | Students who scored a level 1 or 2 on FSA ELA and with foundational reading skills who are ready to become proficient silent readers | • Students in grades 6 – 12<br>• Part of the Intensive Reading rotational model consisting of a whole group lesson and rotations (teacher led small group, technology, and independent work)<br>• Individual Computer Based<br>• Training available through Reading Plus<br>• District support / coaching available |
| Teengagement | No screening assessment needed | Students reading below grade level needing support with comprehension and vocabulary | • Students in grades 6 – 12<br>• Part of the Intensive Reading rotational model consisting of a whole group lesson and rotations (teacher led small group, technology, and independent work)<br>• Recommended class size of 22 students or fewer<br>• District support / coaching available |

| | | | |
|---|---|---|---|
| Read 180 | SRI | Students reading below grade level needing support with comprehension, vocabulary, and fluency | • Students in grades 6 – 8<br>• Part of the Intensive Reading rotational model consisting of a whole group lesson and rotations (teacher led small group, technology, and independent work)<br>• Recommended class size of 22 students or fewer<br>• Intervention time on software of 15 - 18 minutes; 3 times per week in a single period class<br>• District support / coaching available |

The following research-based **PHONICS INTERVENTIONS** are approved. The District-provided option is listed first. Additional options are listed for flexibility in choice and are indicated by an asterisk (*), but are not funded by the District.

| Phonics Intervention | Screening / Assessment | Target Audience | Intervention information |
|---|---|---|---|
| JUST Words | HMH Phonics Inventory<br><br>Additional assessments available if needed:<br>Test of Silent Word Reading Fluency (TOSWRF)<br>***and***<br>Word Identification and Spelling Test (WIST) | Students with mild to moderate gaps in spelling and decoding proficiency; students who are decoding and encoding below grade level | • Students in grades 6 – 12<br>• Group size of 15 or fewer<br>• Intervention time of 45 minutes per day<br>• Group students with like scores in same class<br>• District support / coaching available<br>• District support for placement / scheduling available<br>• Training required by ESE Department |
| HD Word* | HMH Phonics Inventory<br><br>Followed by:<br>HD Word Beginning/ Advanced Decoding Survey | Students who have mastered basic phonics skills, but struggle with more advanced phonics features | • Students in grade 6 – 12<br>• Group size of 22 or fewer<br>• Intervention time of 20 minutes per day<br>• District support / coaching available<br>• District support for placement / scheduling available<br>• Training provided by ESE Department |

| | | | |
|---|---|---|---|
| System 44 * | HMH Phonics Inventory | Students reading significantly below grade level with deficiencies in phonics and decoding | • Students in grades 6 – 12<br>• Recommended class size of 10 -12 students<br>• Support and coaching is provided by HMH when purchased |
| SPIRE* | HMH Phonics Inventory<br><br>Followed by: SPIRE Initial Placement Assessment | Students who need support with phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension | • Students in grades 6 – 12<br>• Group size of 6 or fewer<br>• Intervention time of 30 – 60 minutes; minimum of 4 days per week<br>• Systematic 10-step lesson plan<br>• District support / coaching available<br>• District support for placement / scheduling available<br>• Training provided by ESE Department |
| Wilson Reading System* | HMH Phonics Inventory<br><br>Followed by: TOSWRF<br>***and***<br>WIST Spelling | Students who are not making sufficient progress in intervention or who may require more intensive instruction due to a language-based learning disability/dyslexia | • Students in grades 6-12 and adults<br>• Group size of 5 or fewer<br>• Intervention time of 45 minutes per day; minimum of 4 days per week<br>• District support / coaching available<br>• District support for placement / scheduling available<br>• Training required by ESE Department |

## Computer-Based Intervention Guidelines

**Read 180 Instructional Software** – Instructional software is one of the three small group rotations that follow whole group instruction. Students are recommended to spend between 15-18 minutes two to three times a week in a single-block classroom.

**Reading Plus** – Middle School students ***not enrolled in an Intensive Reading*** classroom are recommended to spend 40-50 minutes per week on the instructional software. Middle and high school students ***receiving instruction through the Balanced Literacy Intensive Reading model*** are recommended to spend 20-30 minutes two to three times per week as one of the three small group rotations that follow whole group instruction.

**System 44 Instructional Software** – Instructional software is one of the two small group rotations that follow whole group instruction. Students are recommended to spend 25 minutes two to three times a week in a single-block classroom.

# Phonics Program Guidelines

Refer to the School District of Palm Beach County Secondary Reading Placement Decision Tree (page 3) and the Menu of Intervention Options (pages 5-8) in order to identify which program meets the needs of each student.

**Just Words** is an Orton-Gillingham based, multisensory program for students in grades 4-12 who require remediation in decoding and encoding, but are nearly within two years of grade level reading. The program is broken down into fourteen units based on the Wilson Reading System. It is designed for older students and moves at a much quicker pace than the Wilson Reading System.

**Just Words Resources:**
https://www.wilsonlanguage.com/programs/just-words/overview/curriculum/

**SPIRE** is an Orton-Gillingham based, multisensory program reading intervention program for your lowest performing students. It is an Orton-Gillingham based program is administered through explicit teacher-led instruction. Each lesson is based on a consistent 10 step process. The program incorporates multisensory learning using both print and manipulatives. To ensure mastery of concepts, students begin with basic concepts and are assessed at the end of each lesson. They advance through the levels to increasingly difficult content. Data driven instruction with continual practice and reinforcement ensures measurable and permanent gains.

**Spire Resources:**
eps.schoolspecialty.com

**System 44** is a computer-based instructional software program that may serve as one of the two small group rotations that follow whole group instruction. Students are recommended to spend 25 minutes two to three times a week in a single-block classroom.

**System 44 Resources:**
https://www.hmhco.com/products/system-44/

**HD Word** is an Orton-Gillingham based, multisensory program set of lessons that efficiently teaches the foundational skills that lead to strong decoding and fluent reading. The lessons systematically teach the essential phonics structures that unlock the English code in both simple and complex words. HD Word can be implemented to Whole Class or Supplemental groups for 15-25 minutes per day in grades 6-12. It is an intervention for students in small to medium groups who have mastered basic phonic skills, but struggle with more advanced phonics features.

**HD Word Resources:**
www.reallygreatreading.com

The **Wilson Reading System** is an Orton-Gillingham based, multisensory program for students who have a significant language-based learning disability, or who have not internalized the sound-symbol system for reading and spelling. This multisensory and interactive program is divided into 12 Steps which are further broken down into sub-steps. Each step builds upon the preceding one, so mastery of each sub-step is necessary before a student is allowed to move to the next sub-step or step. The program is designed to follow students from one grade level to the next, if necessary.

**Wilson Resources:**
http://www.wilsonlanguage.com/programs/wilson-reading system/overview/
https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/546

Teachers may reach out to the ESE Department for assistance or support in planning, scheduling or using any of the approved interventions. (Please see the Intervention Contact List on page 16.)

# Interventions for English Language Learners (ELLs)

Lesson planning and interventions to support ELLs in secondary literacy instruction should be based on the **Language Arts Florida Standards, WIDA's Framework for Language Development Standards**, the chosen curriculum, and the instructional framework (Palm Beach Model of Instruction). Student scores from the **ACCESS for ELLs** data will provide the language proficiency level (Entering, Emerging, Developing, Expanding, Bridging, or Reaching) for each language domain (Listening, Speaking, Reading, Writing).

It is important to note that prior to beginning the intervention process with ELLs, you must first determine if the reading deficiency is due to the lack of English Language proficiency, or a true reading deficiency. However, we cannot wait until students are completely proficient in English before providing additional support in reading.

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

If it is determined that a student ***does*** have a reading deficiency, that is ***not*** directly tied to a lack of English proficiency, then this student should receive interventions. (See *Response to Instruction & Intervention (RtI2) for English Language Learners* *and/or Webinar:* *Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention (RtI2) for ELLs*)

Intervention instruction must be documented in the students' Individual ELL plan (PBSD 2499) to include the programs and/or strategies being used with the student. Intervention instruction should be provided using multiple sources of student data such as the English Language Development Continuum (ELDC), ACCESS for ELLs, diagnostics, and classroom and/or state assessments. If the reading deficiency is evident in the student's native language, then the student would benefit most from the intervention provided in their native language.

**Planning for instruction should follow these steps:**

1. Determine the LAFS and curriculum.

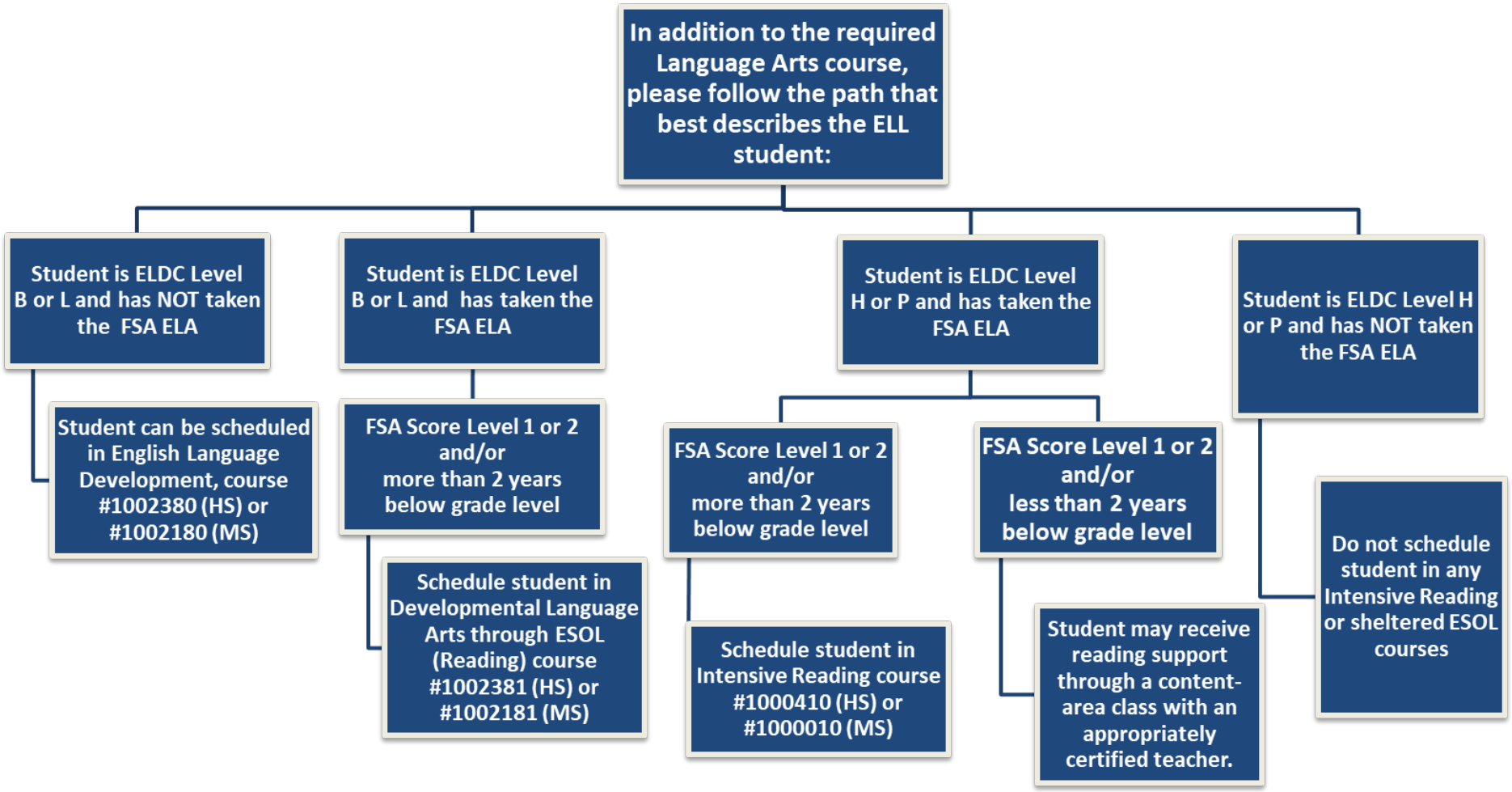
2. Review students' proficiency levels (ACCESS Scores) in each language domain.
    - Follow links for Grades 6-8 or Grades 9-12

3. For each lesson, determine the language objective and language function.
    - Follow links for Language Objectives and Language Functions

4. Develop the necessary language supports and scaffolds needed for students to demonstrate mastery of the standard based on their proficiency levels. Do not modify the learning standards or content objectives.
    - Content and Language Objectives Planning Template and/or Webinar: Go-To Strategies Training in eLM

*More WIDA information can be found on Blender in the Course Catalog > ESOL Secondary Link > Units > Professional Development > click the arrow to view Online Presentations & Additional Professional Development Resources or Units > WIDA > click on the arrow next to WIDA Support to view the tabs.*

# ELL Course Suggested Placement and Flow Chart



## Interventions for Students with Disabilities (SWDs)

Approved Reading intervention must be provided for Students with Disabilities if the student is performing below grade level. Exceptional Student Education (ESE) services during Core instruction do not replace the need for Intensive Reading support as represented on the Reading Placement Decision Tree (page 3), including those interventions provided by appropriately trained content-area teachers. Please note that the Reading Placement Decision Tree applies to those students working toward mastery of the Florida Standards, and not to those students working on Access Points.

***PLEASE NOTE!*** *Students who are considering a waiver for FSA ELA are* ***not exempt*** *from intervention. The waiver should not replace intervention.*

# Intervention Contact List

- **Reading Placement**
  - Keisha Johnson, 6-12 Literacy Program Planner, Department of Teaching & Learning
    Keisha.Johnson@palmbeachschools.org
    357-7525 (PX 47525)
- **Intervention for Students with Disabilities; HD Word and SPIRE Support**
  - Jennifer Corcoran, Manager, Exceptional Student Education Jennifer.Corcoran.2@palmbeachschools.org
    357-7561 (PX 47561)
- **Intervention for English Language Learners**
  - Aimee White, Program Planner, Department of Multicultural Education Aimee.White@palmbeachschools.org
    649-6840 (PX 46840)
  - Sonia Birch, Professional Development Specialist, Department of Multicultural Education
    Sonia.Birch@palmbeachschools.org
    434-8798 (PX 48798)
- **RtI: Formalized Tier 2 and Formalized Tier 3**
  - Carrie Rullo, SBT / RtI Instructional Specialist
    Carrie.Rullo@palmbeachschools.org
    805-3277 (PX 83277)
  - Lisa Robol, SBT / RtI Instructional Specialist
    Lisa.Robol@palmbeachschools.org
    805-3276 (PX 83276)
- **Just Words and Wilson Reading System Support**
  - Jennifer Corcoran, Manager, Exceptional Student Education Jennifer.Corcoran.2@palmbeachschools.org
    357-7561 (PX 47561)
- **Read180 and Teengagement Support**
  - Cindy Richards, Instructional Specialist, 6-12 Literacy, Department of Teaching & Learning
    Cynthia.Richards@palmbeachschools.org
    434-8032 (PX 48032)
- **Reading Plus Support**
  - Kerry Emery, Instructional Specialist, 6-12 Literacy, Department of Teaching & Learning
    Kerry.Emery@palmbeachschools.org
    434-8454 (PX 48454)

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

### Section 2: Length of School Day

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

F.A.D.

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

### Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive small group instruction based on student needs. They will also engage in enrichment activities, independent reading and book clubs.

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

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Record Level 1, Reading Subtest Training (Phonological Awareness and Phonics) for K-2 teachers, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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

   During this extra hour of instruction students in grades K-5 based on their specific needs are engaged in: whole group instruction of emergent storybook reading and/or oral language, interactive read aloud, standards-based mini-lessons and guided practice through shared reading/close reading, shared reading, guided reading, strategy lessons, skill lessons, conferring, and accountable independent reading. Some students are receiving instruction using the intervention program Fundations. The reading instruction delivered during the additional hour is based on the Florida Language Arts Standards and our school data, which has demonstrated growth in our students and the success of this model. Based on our FY19 FSA data, we increased our ELA Achievement by 3.0 % points from FY18, exhibiting the success of this model.

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

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

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

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

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

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

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

## Section 2: Length of School Day

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

1. **School start time:** 7:45
2. **School dismal time:** 2:20
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

## Section 3. Instructional Design

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

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

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

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

hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Record Level 1, Reading Subtest Training (Phonological Awareness and Phonics) for K-2 teachers, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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

   During this extra hour of instruction students in grades K-5 based on their specific needs are engaged in: whole group instruction of emergent storybook reading and/or oral language, interactive read aloud, standards-based mini-lessons and guided practice through shared reading/close reading, shared reading, guided reading, strategy lessons, skill lessons, conferring, and accountable independent reading. Some students are receiving instruction using the intervention program Fundations. Last year compared to the year prior, we had 17-point growth in our Learning Gains (ELA) and 16-point growth in our lowest 25% learning gains, which demonstrated growth in our students and the success of this model.

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

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

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

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

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

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

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

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

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## Section 1: Contact Information

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

## Section 2: Length of School Day

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

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

## Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive whole group read aloud and small group instruction based on student needs. They will also engage in project-based learning, enrichment activities, independent reading and book clubs.

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

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Record Level 1, Reading Subtest Training (Phonological Awareness and Phonics) for K-2 teachers, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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   During this extra hour of instruction students in grades K-5 based on their specific needs are engaged in: whole group instruction of emergent storybook reading and/or oral language, interactive read aloud, standards-based mini-lessons and guided practice through shared reading/close reading, shared reading, guided reading, strategy lessons, skill lessons, conferring, and accountable independent reading. Some students are receiving instruction using the Leveled Literacy Intervention System. The reading instruction delivered during the additional hour is based upon mini assessments, student work with text (reading and answering text based questions), increased academic talk and observations, which have demonstrated growth in our students and the success of this model. Based on our FY19 FSA data, we have increased our ELA Achievement by 5.4 % points from FY18, exhibiting the success of this model.

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

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

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**2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan**

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

## Section 2: Length of School Day

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

1. **School start time:** 7:45
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## Section 3. Instructional Design

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

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

## Section 2: Length of School Day

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## Section 3. Instructional Design

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

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

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

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

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

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

## Section 2: Length of School Day

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

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

## Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive whole group read aloud and small group instruction based on student needs. They will also engage in project-based learning, enrichment activities, independent reading and book clubs.

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

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Record Level 1, Reading Subtest Training (Phonological Awareness and Phonics) for K-2 teachers, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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

   During this extra hour of instruction students in grades K-5 based on their specific needs are engaged in: whole group instruction of emergent storybook reading and/or oral language, interactive read aloud, standards-based mini-lessons and guided practice through shared reading/close reading, shared reading, guided reading, strategy lessons, skill lessons, conferring, and accountable independent reading. Some students a r e receiving instruction using Fundations and Words Their Way. The reading instruction delivered during the additional is researched-based and grounded in our school data, which has demonstrated growth in our students and the success of this model. Progress has not been made at our school; therefore, the District will be working closely with our school to help us identify need and specific interventions to support our students.

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

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

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

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

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

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

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

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

## Section 2: Length of School Day

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

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

## Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive small group instruction based on student needs. They will also engage in enrichment activities, independent reading, and book clubs.

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

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Record Level 1, Reading Subtest Training (Phonological Awareness and Phonics) for K-2 teachers, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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

   During this extra hour of instruction students in grades K-5 based on their specific needs are engaged in: whole group instruction of emergent storybook reading and/or oral language, interactive read aloud, standards-based mini-lessons and guided practice through shared reading/close reading, shared reading, guided reading, strategy lessons, skill lessons, conferring, and accountable independent reading. Some students are receiving instruction using the intervention program Fundations. The reading instruction delivered during the additional is researched-based and grounded in our school data. Based on our FY19 FSA data, we have increased our ELA Achievement by0.2 % points from FY18, exhibiting growth with this model.

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

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

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

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

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

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

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

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

## Section 2: Length of School Day

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

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

## Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive whole group read aloud and small group instruction based on student needs. They will also engage in project-based learning, enrichment activities and independent reading.

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

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

provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Record Level 1, Reading Subtest Training (Phonological Awareness and Phonics) for K-2 teachers, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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

   During this extra hour of instruction students in grades K-5 based on their specific needs are engaged in: whole group instruction of emergent storybook reading and/or oral language, interactive read aloud, standards-based mini-lessons and guided practice through shared reading/close reading, shared reading, guided reading, strategy lessons, skill lessons, conferring, and accountable independent reading. Some students a r e receiving instruction using the Level Literacy Intervention System. The reading instruction delivered during the additional hour is based on the Florida Language Arts Standards and our school data. Based on our FY19 FSA data, we have increased our ELA Gains by 10.1 % points from FY18, which exhibits the success of this model.

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

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

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

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

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

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

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

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

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

## Section 2: Length of School Day

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

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

## Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive whole group read aloud and small group instruction based on student needs. They will also engage in enrichment activities, independent reading and book clubs.

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

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

FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Record Level 1, Reading Subtest Training (Phonological A w a r e n e s s and Phonics) for K-2 teachers, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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

   During this extra hour of instruction students in grades K-5 based on their specific needs are engaged in: whole group instruction of emergent storybook reading and/or oral language, interactive read aloud, standards-based mini-lessons and guided practice through shared reading/close reading, shared reading, guided reading, strategy lessons, skill lessons, conferring, and accountable independent reading. Some students a r e receiving instruction using Fundations and Level Literacy Intervention System. We had 6% growth in our ELA proficiency from FY18 to F19, which demonstrated growth in our students and the success of this model.

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

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

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

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

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

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

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

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

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

## Section 2: Length of School Day

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

1. **School start time:** 7:45
2. **School dismal time:** 2:20
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

## Section 3. Instructional Design

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

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

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

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Record Level 1, Reading Subtest Training (Phonological Awareness and Phonics) for K-2 teachers, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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

   During this extra hour of instruction students in grades K-5 based on their specific needs are engaged in: whole group instruction of emergent storybook reading and/or oral language, interactive read aloud, standards-based mini-lessons and guided practice through shared reading/close reading, shared reading, guided reading, strategy lessons, skill lessons, conferring, and accountable independent reading. Some students a r e receiving instruction using the Leveled Literacy Intervention System. The reading instruction delivered during the additional hour is based on the Florida Language Arts Standards and our school data. Based on our FY19 FSA data, we have increased our ELA Gains by 10.3 % points from FY18, which exhibits the success of this model.

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

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

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

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

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

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

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

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

## Section 2: Length of School Day

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

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

## Section 3. Instructional Design

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

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

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

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Record Level 1, Reading Subtest Training (Phonological Awareness and Phonics) for K-2 teachers, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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

   During this extra hour of instruction students in grades K-5 based on their specific needs are engaged in: whole group instruction of emergent storybook reading and/or oral language, interactive read aloud, standards-based mini-lessons and guided practice through shared reading/close reading, shared reading, guided reading, strategy lessons, skill lessons, conferring, and accountable independent reading. Some students are receiving instruction using the intervention program Fundations. The reading instruction we have chosen lead to a 33% increase in our overall ELA scores as well as 1.42 increase in our Reading proficiency.

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

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

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

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

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

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

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

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

## Section 2: Length of School Day

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

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

## Section 3. Instructional Design

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

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

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

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Record Level 1, Reading Subtest Training (Phonological Awareness and Phonics) for K-2 teachers, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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

   During this extra hour of instruction students in grades K-5 based on their specific needs are engaged in: whole group instruction of emergent storybook reading and/or oral language, interactive read aloud, standards-based mini-lessons and guided practice through shared reading/close reading, shared reading, guided reading, strategy lessons, skill lessons, writing about reading, conferring, and accountable independent reading. Some students are receiving instruction using Fundations and the Level Literacy Intervention System. Over the past five years, our students at Rolling Green have made over 1 years growth according to the Districts PYG report, which has demonstrated the success of this model.

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

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

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

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

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

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

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

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

## Section 2: Length of School Day

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

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

## Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students will engage in independent reading.

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

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

scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Record Level 1, Reading Subtest Training (Phonological Awareness and Phonics) for K-2 teachers, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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

   During this extra hour of instruction students in grades K-5 based on their specific needs are engaged in guided practice through shared reading/close reading, shared reading, guided reading, strategy lessons, skill lessons, conferring, and accountable independent reading. Some students are receiving instruction using the intervention programs, Fundations and Level Literacy Intervention Systems. The reading instruction delivered during the additional hour is research-based and based on the Florida Language Arts Standards and our school data, which has demonstrated growth in our students and the success of this model. Progress has not been made at our school; therefore, the District will be working closely with our school to help us identify need and specific interventions to support our students.

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

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

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

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

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

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

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

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

**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:** The School District of Palm Beach County
2. **Contact name for schools covered on this plan:** Diana Fedderman
3. **Contact phone number:** 561-357-5989
4. **Contact email:** diana.fedderman@palmbeachschools.org
5. **Schools covered by this plan:** Rosenwald Elementary
6.

## 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:** 7:45
2. **School dismal time:** 2:20
3. **Total number of instructional minutes per day:** 300
4. **Minutes per day of reading instruction (must be at least 150):** 180

## Section 3. Instructional Design

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

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

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

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Record Level 1, Reading Subtest Training (Phonological Awareness and Phonics) for K-2 teachers, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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

   During this extra hour of instruction students in grades K-5 based on their specific needs are engaged in: whole group instruction of emergent storybook reading and/or oral language, interactive read aloud, standards-based mini-lessons and guided practice through shared reading/close reading, shared reading, guided reading, strategy lessons, skill lessons, conferring, and accountable independent reading. The reading instruction delivered during the additional hour is based on the Florida Language Arts Standards and our school data. Based on our FY19 FSA data, we have increased our ELA Achievement by 3.5 % points and ELA Gains by 2.6% from FY18, exhibiting growth with this model.

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

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

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

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

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

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

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

**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:** Palm Beach
2. **Contact name for schools covered on this plan:** Clint Duvo
3. **Contact phone number:** 561-641-4449
4. **Contact email:** cduvo@somersetacademylakes.com
5. **Schools covered by this plan:** Somerset Academy Lakes

## 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:** 8:05am
2. **School dismal time:** 3:05pm
3. **Total number of instructional minutes per day:** 420
4. **Minutes per day of reading instruction (must be at least 150):** 150

## Section 3. Instructional Design

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

   Students who received levels 4 or 5 on FSA will receive differentiated instruction and skills practice via iReady during the extended Reading time.

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.**

   An additional 30 minutes of Reading instruction has been added to each teacher's daily schedule to provide intensive instruction for struggling students. In addition, our interventionist provides 30 minutes of intensive, differentiated instruction for targeted students.

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.**

   We utilize the intervention component of our Wonders Reading curriculum for Tier 2 comprehension, phonics, phonemic awareness, and vocabulary. For Tier 3 phonics and phonemic awareness intervention, we use Just Words from Wilson Reading in grades 3-5, and Words Their Way for grades K-2. For Tier 3 comprehension, we utilize Ready Florida and progress monitor through EasyCBM.

   Students using this combination of programs have demonstrated more than 100% typical year's growth as measured by iReady.

   Based on our FY19 FSA data, we have increased our ELA Achievement by 10.7 % points and ELA Gains by 6.1% from FY18, which exhibits the success of this model.

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

   Students take the iReady Diagnostic Assessment three times per year. We utilize the first results to identify students in need of additional instruction. We then progress monitor through the monthly growth checks, standards mastery, and mid-year assessment to determine which students are making adequate progress and which students need to move on to Tier 3 interventions.

   Administration meets with teachers regularly to review data and student progress. School Based Team also meets to monitor progress of students in Tier 2 or 3.

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.**

   Through disaggregation of iReady data and classroom performance data, we determine which area of reading to provide interventions for. Students meet with their classroom teacher 3-5 times per week (depending on the tier) and work on focus skills using the Wonders Reading Intervention. Students also meet with the interventionist 3-5 times per week (depending on the tier) to focus on remedial/foundation skills using Just Words and Words their Way.

During interventions teachers utilize the gradual release method to ensure there is opportunities for students to have guided practice, examine errors, and receive feedback. Ongoing observation of small group instruction is monitored by administration to ensure fidelity.

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.**

   Tier 2 and 3 intervention programs utilize a variety of passages and topics to engage students. Non-fiction texts compromise 50% of the passages, and include Science and Social Studies topics. Writing in response to reading is incorporated in the interventions. In addition, we utilize Reading strategies during daily Science and Social Studies instruction.

   Administration monitors compliance through observation of small group/intervention instruction, as well as continuous disaggregation of data with teachers.

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

## Section 2: Length of School Day

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

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

## Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive whole group read aloud and small group instruction based on student needs. They will also engage enrichment activities, independent reading and book clubs.

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

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Record Level 1, Reading Subtest Training (Phonological Awareness and Phonics) for K-2 teachers, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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

   During this extra hour of instruction students in grades K-5 based on their specific needs are engaged in: whole group instruction of emergent storybook reading and/or oral language, interactive read aloud, standards-based mini-lessons and guided practice through shared reading/close reading, shared reading, guided reading, strategy lessons, skill lessons, conferring, and accountable independent reading. Some students are receiving instruction using the intervention program, Level Literacy Instruction. The reading instruction delivered during the additional hour is research-based and based on our school data and the Florida Language Arts Standards. Based on our FY19 FSA data, we have increased our ELA Achievement by 3.0 % points and ELA Gains by 4.2% from FY18, which exhibits the success of this model.

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

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

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

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

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

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

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

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

## Section 2: Length of School Day

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

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

## Section 3. Instructional Design

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

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

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

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Record Level 1, Reading Subtest Training (Phonological Awareness and Phonics) for K-2 teachers, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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

   During this extra hour of instruction students in grades K-5 based on their specific needs are engaged in: whole group instruction of emergent storybook reading and/or oral language, interactive read aloud, standards-based mini-lessons and guided practice through shared reading/close reading, shared reading, guided reading, strategy lessons, skill lessons, conferring, and accountable independent reading. The reading instruction delivered during the additional is researched-based and grounded in our school data, which has demonstrated growth in our students and the success of this model. Progress has not been made at our school; therefore, the District will be working closely with our school to help us identify need and specific interventions to support our students.

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

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

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

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

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

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

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

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

## Section 2: Length of School Day

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

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

## Section 3. Instructional Design

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

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

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

   Highly effective teachers based on their evaluations and student performance are responsible for teaching the lowest performing students. All teachers have been trained in Level Literacy Intervention (LLI), an evidence-based intervention to support in reading. New teachers will work with mentor teachers and/or literacy coaches; and additional training in small group instruction and standards-based explicit instruction will be provided to all teachers.

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.**

   After assessments are administered, content teams meet to analyze the data and determine areas of strength and areas of development. Data was used to determine the focus for small-group instruction, as well as, support from Resource Teachers/Interventionists and Specials teachers.
   Benchmark assessments were given in small-groups to determine if remediation or an alternate intervention was necessary.
   LLI includes research based phonics instruction, fluency, reading comprehension, sight word recognition, and text based writing. The goal is for students to reach grade level proficiency within 16 weeks.
   Based on our FY19 FSA data, we have increased our ELA Achievement by 4.2 % points and ELA Gains by 5.3% from FY18, which exhibits the success of this model.

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

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

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

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

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

   Instructional materials used with students in the additional hour of reading include Leveled Literacy Intervention (LLI), I-Ready Student Instruction Books and Trade Books. The non-fiction reading are in the areas of science and social studies.

**300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan**

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## Section 1: Contact Information

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

## Section 2: Length of School Day

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

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

## Section 3. Instructional Design

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

   Students are identified and grouped using the FSA and other assessments based on their strengths and next steps. Then, the students meet during the extra hour of reading instruction in assigned rooms to receive small group instruction based on student needs. They will also engage in enrichment activities and book clubs.

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

   Teachers are chosen to teach during the extra hour of reading instruction have demonstrated effectiveness based on their evaluations and where relevant their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving target literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning, in Reading Record Level 1, Reading Subtest Training (Phonological Awareness and Phonics) for K-2 teachers, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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   During this extra hour of instruction students in grades K-5 based on their specific needs are engaged in whole group instruction of emergent storybook reading and/or oral language, interactive read aloud, standards-based mini-lessons and guided practice through shared reading/close reading, shared reading, guided reading, strategy lessons, skill lessons, conferring, and accountable independent reading. Some students are receiving instruction using the Level Literacy Intervention System and Fundations. Based on our FY19 FSA data, we have increased our ELA Proficiency 5 percentage points, which demonstrated growth in our students and the success of this model.

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

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

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