

St. Lucie 2018-19 K-12 Comprehensive Research-Based Reading Plan

Contact Information

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

District Contact: Mandy Rowland

Contact Email: mandy.rowland@stlucieschools.org

Contact Telephone: (772) 429-3611

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.

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	47	50	50	51	51	52	53

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	50	Click here to enter text.	54	55	54	55	57

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	23	21	24	19	23	17	15
White/Hispanic	10	9	13	8	11	7	6
Economically Disadvantaged/Non-Economically Disadvantaged	20	18	18	16	19	15	13
Students with Disabilities/Students without Disabilities	35	32	37	29	38	26	23
English Language Learners/ Non-English Language Learners	29	26	33	23	31	20	19

* 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.

Materials:

For the Additional Hour of Reading Instruction within the schools identified as the Lowest 300, the resource of Benchmark Assessment System (BAS) for all students in K-5 and Leveled Literacy Intervention (LLI) for select students in K-5 will be implemented. BAS will level all students in order to support with the grouping of students and LLI will be the resource utilized for the extra hour.

Professional Development (Reading Competencies, Summer PD, Contacts Meetings) is another area that the allocation will support. For grades 2-10, Unit Assessments are printed and provided to each student at each school site by the SLPS Print Shop. A K-5 resource of Integrated Literacy Text Sets is printed for each student in each grade level. These text sets are printed and sent to the school sites by the SLPS Print Shop. Summer Reading Academy resources are also covered by this allocation. Chart paper, dry erase markers, notebooks, center tasks, etc. are provided to teachers. Supplements to the Summer Reading Academy resource (e.g., replacement books) are also purchased through the reading allocation.

Professional Development:

Comptencies 1-5 are offered to teachers at no cost to them so that they can earn their Reading Endorsement. For schools that do not have coaches, SLPS pays for the substitute teachers so that all schools have representation a the montly coaches/contacts meetings.

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?

The Executive Directors, Deputy Superintendent, and the Chief Academic Officer review data to inform professional development needs. In addition, the Executive Directors have meetings with school administrators to observe and discuss whether the evidence shows that the school is on pace with the implementation of the district scope and sequence through the use of their monitoring checklist. Data Chats take place with district staff and school leadership teams to analyze assessment data from the Unit Assessments and the iReady Diagnostic. This analysis paired with the monitoring checklist will determine whether instruction is systematic and explicit.

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.

Kindergarten: Data is collected from the Kindergarten Readiness Screener, Renaissance Place. SLPS uses this data to determine early interventions for Kindergarten students.

K-8: Scale Score data is collected and analyzed from the iReady Diagnostic that is administered in the Fall, Winter, and Spring. The data helps SLPS determine interventions to help students that are working below grade level.

K-12: Using Power Bi, SLPS monitors student grades and determines grade levels/courses to target for supporting student achievement.

Grades 2-10: Unit Assessment data on the Reading Informational Text, Reading Literature, and Language Standards.

Grades 9-10: SLPS monitors student data from the Winter Comprehensive Assessment and determines instructional decisions to support academic student achievement.

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

The Executive Directors, Deputy Superintendent, and the Chief Academic Officer review data on a monthly basis to inform professional development needs. In addition, the Executive Directors have monthly meetings with schools administrators to observe and discuss evidence that the school is on pace with the implementation of the district scope and sequence through the use of their monitoring checklist. In November and January, Data Chats will take place with district staff and school leadership teams to analyze assessment data from the Unit Assessments and the iReady Diagnostic. This analysis paired with the monitoring checklist will determine whether instruction is systematic and explicit.

The school-based problem solving team will monitor the evidence based on these assessments as a part of their regularly scheduled meetings. During the PST meetings, school teams will generate plans to support the needs of individual students based on the response to the intervention. The school-based counselors will monitor the evidence based on these assessments and will schedule students into the appropriate course progression sequence.

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

The Coordinator of Curriculum and the MTSS Support from Students services is responsible for ensuring the fidelity of students not making progress towards the district goals. These two individuals will meet yearly to review specific needs.

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

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

The District Curriculum Team is responsible for developing the resources that teachers use in the classroom. These resources are aligned to grade-level Florida Standards. The standards and selected texts drive the district Scope and Sequence. They are generated around units of study for grades K-5 and collections in grades 6-12. The units of study and collections include a variety of complex texts, text types, and genres. The grade level lexile bands as well as stretch bands are considered when building text sets within the units of study and collections.

The leadership teams (including the Literacy Contacts) are responsible for monitoring the use these resources in Collaborative Planning sessions and classroom instruction.

The Executive Directors have meetings with school administration to observe and discuss evidence that the school is on pace with the implementation of the district scope and sequence through the use of their monitoring checklist.

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

The leadership teams (including the Literacy Contacts) are responsible for monitoring the use of these texts within the classroom as they are observing Collaborative Planning sessions and classroom instruction. The leadership teams will use the SLPS Framework for Quality Instruction. If there is assistance needed based on observations, schools can reach out to the site-based Literacy Contact or the Literacy Curriculum Team for support.

The Executive Directors have meetings with school administration to observe and discuss evidence that the school is on pace with the implementation of the district scope and sequence through the use of their monitoring checklist.

Through periodic Data Chats, the unit assessments, which are aligned to the scope and sequence will be analyzed. This analysis paired with the monitoring checklist will determine whether instruction is systematic and explicit.

Teachers will complete surveys in order to give feedback on the resources provided by the District Curriculum Team. This feedback will be used to make any refinements to the Scope and Sequence.

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

Unit Assessment Data is collected and analyzed monthly at the District level by the Executive Directors.

Surveys are collected quarterly by the curriculum developers from teachers.

6. In regard to access to informational text for each content area in a variety of mediums, please address the following:

A. Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?

The District Curriculum Team is responsible for developing the resources that teachers use in the classroom. These resources are aligned to grade-level Florida Standards. The standards and selected texts drive the district Scope and Sequence. They are generated around units of study for grades K-5 and collections in grades 6-12. The units of study and collections include a variety of complex texts, text types, and genres. In grades K-5, a 50/50 balance of literature and informational text is provided within the units. In grades 6-8, a 60/40 balance is provided and in grades 9-12, a 70/30 balance is provided.

B. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?

The District Curriculum Team has provided additional texts in grades K-5 to supplement the Core Resource of Journeys. The District Curriculum Team has these additional resources printed for all students.

In grades 6-12, FYI is an additional component to the Core resource. It is solely comprised of Informational Texts that teachers can use. The District Curriculum

Team has shared this resource with all teachers during the training for the 6-12 resource.

Other resources that have also been shared with teachers and Literacy Contacts that are strong in Informational Texts include but are not limited to Common Lit, NewsELA, ReadWorks, and EPIC! Books for Kids.

7. In regard to Universal Design for Learning (UDL), please address the following:

A. Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?

Executive Directors meeting with schools administration to observe and discuss evidence that the school is on pace with the implementation of the district scope and sequence through the use of their monitoring checklist. They will be specifically discussing Elements 47, 48, and 49 in action (see below).

B. What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?

During Collaborative Planning, teachers utilize the St. Lucie Public Schools Framework for Quality Instruction to ensure that they are implementing quality teaching and learning strategies into their instructional practices. Teachers specifically consider the needs of English Language Learners (Element 47), students receiving Special Education (Element 48), and students who lack support for schooling (Element 49) as a part of their planning process. The leadership teams (including the Literacy Contacts) are responsible for monitoring the use of these strategies within the classroom as they are observing Collaborative Planning sessions and classroom instruction. If there is assistance needed based on observations, schools can reach out to the site-based Literacy Contact or the Literacy Curriculum Team and Professional Development Team for support.

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

The Executive Directors, Deputy Superintendent, and the Chief Academic Officer will review data on a monthly basis.

8. As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.

This may be found in Appendix A.

Research-Based Reading Instruction Allocation

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

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

Professional Development is not funded through the Research-Based Reading Instruction Allocation.

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

\$0.00

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

Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?

Denise Rodriguez, the Director of Talent Development is responsible for ensuring that this training is entered into the master inservice plan.

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

This will be funded through Title 2.

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.**

The qualifications for hiring a coach are as follows:

- Bachelor's degree; Master's preferred
- Valid Florida certification in Reading/Reading Endorsement or valid certification in Elementary Education
- Reading Certification/Reading Endorsement must be obtained within three (3) years of acquiring position

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

Our Reading/Literacy Coaches are not funded through the Research-Based Reading Instruction Allocation.

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.

N/A, as our Reading/Literacy Coaches are not funded through this allocation.

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

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

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

Unit Assessment data, FSA/End of Year Assessment data, and formal observations from the principals at the school sites will be used to determine the effectiveness of reading/literacy coaches.

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

\$0.00

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?

None of the Reading Allocation goes to funding intensive interventions.

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?

0

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.:

N/A

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

0

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.

School-based Title 1 Funds

Summer Reading Camps

Please complete the following questions regarding SRC.

- 1. SRC Supervisor Name:**Kimberly Jay
- 2. Email Address:**Kimberly.jay@stlucieschools.org
- 3. Phone Number:**(772) 429-3611
- 4. Please list the schools which will host a SRC:**

Northport K-8; Rivers Edge Elementary

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

- a. **Start Date:**June 6
- b. **Which days of the week is SRC offered:**Monday-Thursday
- c. **Number of instructional hours per day in reading:**3.5
- d. **End Date:**July 12
- e. **Total number of instructional hours of reading:**70

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

Yes

7. What is the anticipated teacher/student ratio?

15:1

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

Not at 3rd Grade Academy

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

iReady Diagnostic, iReady lessons, & SAT10

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	\$146,702.00
District expenditures on reading coaches	\$0
District expenditures on intervention teachers	\$0
District expenditures on supplemental materials or interventions	\$0
District expenditures on professional development	\$0
District expenditures on summer reading camps	488,213.15
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	411,052.45
Flexible Categorical Spending	730,103.80
Sum of Expenditures	1,922,773.40
Amount of district research-based reading instruction allocation for 2018-2019	1,776,071.00

APPENDIX A

MTSS Meeting 8/23/2017

Division of Responsibilities:

- Meet with Core Teams and did PD on it
- Managed easyCBM
- Go between for Student Services and School Psychologists
- Curriculum Resources
- Supported the matrixes for curriculum support

Guidance Counselors:

- Point of contact for PST
- Ran core team meetings

Start:

1. Ask if guidance counselor has meet to start with setting up groups. Remind them students that are retained or good cause promoted should be looked at for Tier 2 interventions.
2. How is your MTSS intervention time scheduled? (for example, walk to intervention block; grade group blocks, etc.)
3. When is your interventions starting?
4. What are your needs with regards to intervention support?
5. EasyCBM Licences
 - a. Tier 3 intervention progress monitoring tool
 - b. Email Stephanie the teacher names and network IDs
 - c. Stephanie will input the teacher name in the database to gain access for student usage
 - d. Historical data is archived in EasyCBM, just pick the teacher that used the intervention last year and then you will see 2016-2017, 2015-2016 etc for the teacher and then you will the student data
 - e. We only have 1000 licenses; these are used across the district for purely tier 3 monitoring.
 - f. K-8 can use EasyCBM licenses.
6. Create a menu of interventions that are available at each school
7. Send Liz names for iReady
8. Develop an iReady session that explains how to use the reports
9. Have Bob Gibson come to meet with counselors for data mining reports
10. Unify training
11. RtI skyward training must occur
12. EWS Support

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

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

SLPS K-5 Decision Tree

Conditions to determine Reading Deficiency are as follows. If a student has not met Tier 1 expectations, the PST will meet to determine next steps based on the data. Tier 2 interventions will be set in place. Students receiving tier 2 interventions that are not making adequate progress in closing the achievement gap will be determined as having a substantial reading deficiency and will be provided intensive reading intervention. Schools/teachers will be responsible for notifying the parents of children who are showing deficiencies in reading.

Assessment	Dates	If	Then	Identification of Deficiency	Materials	Not Responding
K-5 iReady	Fall 2018 Winter 2019 Spring 2019	Below the 43 rd percentile...	Tier 1 Supplemental	<u>Reading Strands</u> -Comp Lit -Comp Informational -Phonics -Phonological Awareness -High Frequency Words -Vocabulary	-Tier 1 Resources for Small Group	-Consult PST Team -Tier 2 -Tier 3 -Tier 2/3 Matrix for Support -Change duration, intervention, or interventionist
2-5 Unit Assessments	Year Long	Below 60%...	Tier 1 Supplemental	<u>Cluster/Standard</u> -Key Ideas and Details (1.1, 1.2, 1.3) -Craft and Structure (2.4, 2.5, 2.6) -Integration of Knowledge and Ideas (3.7, 3.8, 3.9)	-Tier 1 Resources for Small Group	-Consult PST Team -Tier 2 -Tier 3 -Tier 2/3 Matrix for Support -Change duration, intervention, or interventionist
3-5 FSA Scores	Spring 2017	Level 1 or 2...	Tier 1 Supplemental	<u>Cluster</u> -Key Ideas and Details -Craft and Structure -Integration of Knowledge and Ideas -Language and Editing -Writing (grades 4-5 only)	-Tier 1 Resources for Small Group	-Consult PST Team -Tier 2 -Tier 3 -Tier 2/3 Matrix for Support -Change duration, intervention, or interventionist
FLKRS	Fall 2018	Below a scale score of 437...	Tier 1 Supplemental	<u>Word Knowledge and Skills</u> -Alphabetic Principle -Concept of Word -Visual Discrimination -Phonemic Awareness -Phonics -Structural Analysis -Vocabulary <u>Comprehension Strategies/Constructing Meaning</u> -Sentence Level Comprehension -Paragraph Level Comprehension	-Tier 1 Resources for Small Group	-Consult PST Team -Tier 2 -Tier 3 -Tier 2/3 Matrix for Support -Change duration, intervention, or interventionist

SLPS K-5 Decision Tree

On/Above Grade Level

Assessment	Dates	If	Then	Materials
K-5 iReady	Fall 2018 Winter 2019 Spring 2019	Above the 43 rd percentile...	Tier 1 and Tier 1 Supplemental	-ELA Scope and Sequence -Integrated Literacy Units -Text Sets -ELA Toolboxes for question stems and prompts - Tier 1 Resources for Small Group .
2-5 Unit Assessments	Year Long	Above 60%...	Tier 1 and Tier 1 Supplemental	-ELA Scope and Sequence -Integrated Literacy Units -Text Sets -ELA Toolboxes for question stems and prompts - Tier 1 Resources for Small Group .
3-5 FSA Scores	Spring 2017	Level 3 or Above	Tier 1 and Tier 1 Supplemental	-ELA Scope and Sequence -Integrated Literacy Units -Text Sets -ELA Toolboxes for question stems and prompts - Tier 1 Resources for Small Group .
FLKRS	Fall 2017	Scaled score of 497-529 and Scaled score of 438-496	Tier 1 and Tier 1 Supplemental	-ELA Scope and Sequence -Integrated Literacy Units -Text Sets -ELA Toolboxes for question stems and prompts - Tier 1 Resources for Small Group .

Students that scored in the area of 438-496 will be monitored closely to determine if gains are sustained or improved. If the data shows that students are not making growth in this area, targeted intervention will be determined by the core team.

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Guide to Intensive Reading Placement

Updated

6/1/17

FSA Data	Other Data	Reading Course	Course Number	Qualifier	*Suggested Programs	Suggested Supplemental Resources	Recommended Time	Suggested Class Size
							Delivery Method	
Intensive Reading	L1 Decoding or text reading efficiency issues iStation/iReady 0 - 10th percentile	Intensive Reading: Foundational 1	1000010	U	Wilson Reading System System 44 Language! Language Live! Reading Plus	Imagine Learning (ELL)	90 minutes daily	15 or fewer
							<ul style="list-style-type: none"> • direct instruction • small group • computer assisted instruction • independent reading 	
	L1/L2 Decoding or text reading efficiency issues iStation/iReady 11 - 25th percentile	Intensive Reading: Foundational 2	1000010	6	Read 180 Plugged-In Reading Plus	Imagine Learning (ELL)	90 minutes daily	20 or fewer
							<ul style="list-style-type: none"> • direct instruction • small group • computer assisted instruction • independent reading 	
	L1/L2 No decoding or text reading efficiency issues iStation/iReady 26 - 40th percentile	Intensive Reading: ELA Plus 1	1000010	G	Newsela (paired with Literature) Plugged-In Reading Plus	Imagine Learning (ELL) Ready Florida Achieve 3000	47 minutes daily / 90 minutes every other day	22 or fewer
							<ul style="list-style-type: none"> • direct instruction • small group • computer assisted instruction • independent reading 	
Content L1/L2 No decoding or text reading efficiency issues iStation/iReady above 40th percentile	Content Area Course: Science or Social Studies	Content Area Course Code		Content area informational text and literature	Newsela Ready Florida Achieve 3000	47 minutes daily / 90 minutes every other day	Content area class size	
						<ul style="list-style-type: none"> • direct instruction • small group • computer assisted instruction • independent reading 		

*The following can be modified for students who have not responded to a specific reading intervention with the initial intensity and time provided:

-A different intervention can be implemented (e.g., if a student is not making predicted improvement when using System 44, the

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Guide to Intensive Reading Placement

Updated
6/1/17

FSA Data	Other Data	Reading Course	Course Number	Qualifier	*Suggested Programs	Suggested Supplemental Resources	Recommended Time	Suggested	
							Delivery Method	Class Size	
Intensive Reading	L1	Decoding or text reading efficiency issues	Intensive Reading: Foundational 1	1000010	V	Wilson Reading System System 44 Language! Language Live! Reading Plus	Imagine Learning (ELL)	90 minutes daily	15 or fewer
		iStation/iReady 0 - 10th percentile						• direct instruction • small group • computer assisted instruction • independent reading	
	L1/L2	Decoding or text reading efficiency issues	Intensive Reading: Foundational 2	1000010	7	Read 180 Plugged-In Reading Plus	Imagine Learning (ELL)	90 minutes daily	20 or fewer
		iStation/iReady 11 - 25th percentile						• direct instruction • small group • computer assisted instruction • independent reading	
	L1/L2	No decoding or text reading efficiency issues	Intensive Reading: ELA Plus 1	1000010	H	Newsela (paired with Literature) Plugged-In Reading Plus	Imagine Learning (ELL) Ready Florida Achieve 3000	47 minutes daily / 90 minutes every other day	22 or fewer
		iStation/iReady 26 - 40th percentile						• direct instruction • small group • computer assisted instruction • independent reading	
Content	L1/L2	No decoding or text reading efficiency issues	Content Area Course: Science or Social Studies	Content Area Course Code	Content area informational text and literature	Newsela Ready Florida Achieve 3000	47 minutes daily / 90 minutes every other day	Content area class size	
		iStation/iReady above 40th percentile					• direct instruction • small group • computer assisted instruction • independent reading		

*The following can be modified for students who have not responded to a specific reading intervention with the initial intensity and time provided:

-A different intervention can be implemented (e.g., if a student is not making predicted improvement when using System 44, the

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Guide to Intensive Reading Placement

FSA Data	Other Data	Reading Course	Course Number	Qualifier	*Suggested Programs	Suggested Supplemental Resources	Recommended Time	Suggested
							Delivery Method	Class Size
Intensive Reading	L1 Decoding or text reading efficiency issues iStation/iReady 0 - 10th percentile	Intensive Reading: Foundational 1	1000010	W	Wilson Reading System System 44 Language! Language Live! Reading Plus	Imagine Learning (ELL)	90 minutes daily	15 or fewer
							<ul style="list-style-type: none"> • direct instruction • small group • computer assisted instruction • independent reading 	
	L1/L2 Decoding or text reading efficiency issues iStation/iReady 11 - 25th percentile	Intensive Reading: Foundational 2	1000010	5	Read 180 Plugged-In Reading Plus	Imagine Learning (ELL)	90 minutes daily	20 or fewer
							<ul style="list-style-type: none"> • direct instruction • small group • computer assisted instruction • independent reading 	
	L1/L2 No decoding or text reading efficiency issues iStation/iReady 26 - 40th percentile	Intensive Reading: ELA Plus 1	1000010	I	Newsela (paired with Literature) Plugged-In Reading Plus	Imagine Learning (ELL) Ready Florida Achieve 3000	47 minutes daily / 90 minutes every other day	22 or fewer
							<ul style="list-style-type: none"> • direct instruction • small group • computer assisted instruction • independent reading 	
Content L1/L2 No decoding or text reading efficiency issues iStation/iReady above 40th percentile	Content Area Course: Science or Social Studies	Content Area Course Code		Content area informational text and literature	Newsela Ready Florida Achieve 3000	47 minutes daily / 90 minutes every other day	Content area class size	
						<ul style="list-style-type: none"> • direct instruction • small group • computer assisted instruction • independent reading 		

*The following can be modified for students who have not responded to a specific reading intervention with the initial intensity and time provided:

-A different intervention can be implemented (e.g., if a student is not making predicted improvement when using System 44, the

On/Above Grade Level Courses			
FSA Data		*Middle School Course Options	*High School Course Options
On Level Reading	L3-L5	On-Level Reading	On-Level English
		Advanced Reading	Honors English
		On-Level Language Arts	AICE
		Advanced Language Arts	IB
			AP
<i>*School sites have the choice to decide what course options they will provide to their students that score a L3-L5 on the ELA FSA</i>			

Students On/Above Level		
Assessment	If	Then
The data from the ELA Unit Assessments (every three weeks) will be analyzed by school-based teams to determine whether or not students that are on or above grade level are still making progress on or above grade level.	A student begins to fall below grade level expectations on the Unit Assessments	The teacher will pull small groups in order to re-teach the missing skills.

Guide to Reading Placement Criteria

9 th Grade Placement Criteria		Reading Course	Course Number	Qualifier	Comprehensive Intensive Reading Program (CIRP)	Supplemental Resources	Time	Class Size	
2 Years of Trend FSA Data	Data Point That Will Measure Text Reading Efficiency						Delivery Method		
INTENSIVE READING	*L1	Decoding or text reading efficiency issues IReady Diagnostic 0-10 th Percentile	Intensive Reading: Foundational 1	1000410	U	Wilson Reading System System 44 Language! Language Live! Reading Plus	Imagine Learning (ELL)	90 minutes daily <ul style="list-style-type: none"> direct instruction small group computer-assisted instruction independent reading 	15 or fewer
	*L2	Decoding or text reading efficiency issues IReady Diagnostic 11-30 th Percentile	Intensive Reading: Foundational 2	1000410	5	Read 180 Plugged-In **Townsend Reading Plus	Imagine Learning (ELL)	90 minutes daily <ul style="list-style-type: none"> direct instruction small group computer-assisted instruction independent reading 	20 or fewer
	L1/L2	No decoding or text reading efficiency issues IReady Diagnostic Above 30 th Percentile	Intensive Reading: ELA Plus 1	1000410	G	Newsela (Paired with Literature) Plugged-In **Townsend Reading Plus	Imagine Learning (ELL) Ready Florida Achieve 3000	47 minutes daily/ 90 minutes every other day <ul style="list-style-type: none"> direct instruction small group computer-assisted instruction independent reading 	25 or fewer
	L1/L2	No decoding or text reading efficiency issues IReady Diagnostic Above 30 th Percentile	Content Area Course: Science or History	Content Area Course Code		Content area Informational Text and Literature	Newsela Ready Florida Achieve 3000	47 minutes daily/ 90 minutes every other day <ul style="list-style-type: none"> direct instruction small group computer-assisted instruction independent reading 	See Content Area Class Size

*For a Level 2 student scoring below the 25th percentile on the Oral Reading Fluency measure, utilize other data points to make the best placement decision for the student.
 **Townsend may be utilized in the event that the following standards are supplemented with other resources in order to build text sets: LAFS.910.RL.1.3, LAFS.910.RL.2.5, LAFS.910.RL.2.6, LAFS.910.RL.3.7, LAFS.910.RL.3.9, LAFS.910.RI.3.7, LAFS.910.RI.3.9, LAFS.910.W.3.7, LAFS.910.W.3.8, LAFS.910.W.3.9, LAFS.910.SL.2.5, and LAFS.910.SL.2.6

-A different intervention can be implemented (e.g., if a student is not making predicted improvement when using System 44, the intervention can be replaced with Reading Plus).
 -The student can be scheduled to work with a different interventionist

Guide to Reading Placement Criteria

10 th Grade Placement Criteria		Reading Course	Course Number	Qualifier	Comprehensive Intensive Reading Program (CIRP)	Supplemental Resources	Time	Class Size	
2 Years of Trend FSA Data	Data Point That Will Measure Text Reading Efficiency						Delivery Method		
INTENSIVE READING	*L1	Decoding or text reading efficiency issues Oral Reading Fluency 1 Minute Probe: 0-109 10 th percentile	Intensive Reading: Foundational 1	1000410	V	Wilson Reading System System 44 Language! Language Live! Reading Plus	Imagine Learning (ELL)	90 minutes daily <ul style="list-style-type: none"> direct instruction small group computer-assisted instruction independent reading 	15 or fewer
	*L2	Decoding or text reading efficiency issues Oral Reading Fluency 1 Minute Probe: 110-130 25 th percentile	Intensive Reading: Foundational 2	1000410	N	Read 180 Plugged-In **Townsend Reading Plus	Imagine Learning (ELL)	90 minutes daily <ul style="list-style-type: none"> direct instruction small group computer-assisted instruction independent reading 	20 or fewer
	L1/L2	No decoding or text reading efficiency issues Oral Reading Fluency 1 Minute Probe: 131-above 50 th percentile	Intensive Reading: ELA Plus 1	1000410	7	Newsela (Paired with Literature) Plugged-In **Townsend Reading Plus	Imagine Learning (ELL) Ready Florida Achieve 3000	47 minutes daily/ 90 minutes every other day <ul style="list-style-type: none"> direct instruction small group computer-assisted instruction independent reading 	25 or fewer
	L1/L2	No decoding or text reading efficiency issues Oral Reading Fluency: 131-Above 50 th percentile	Content Area Course: Science or History	Content Area Course Code	Content area Informational Text and Literature	Newsela Ready Florida Achieve 3000	47 minutes daily/ 90 minutes every other day <ul style="list-style-type: none"> direct instruction small group computer-assisted instruction independent reading 	See Content Area Class Size	

**For a Level 2 student scoring below the 25th percentile on the Oral Reading Fluency measure, utilize other data points to make the best placement decision for the student.

**Townsend may be utilized in the event that the following standards are supplemented with other resources in order to build text sets: LAFS.910.RL.1.3, LAFS.910.RL.2.5, LAFS.910.RL.2.6, LAFS.910.RL.3.7, LAFS.910.RL.3.9, LAFS.910.RI.3.7, LAFS.910.RI.3.9, LAFS.910.W.3.7, LAFS.910.W.3.8, LAFS.910.W.3.9, LAFS.910.SL.2.5, and LAFS.910.SL.2.6

-A different intervention can be implemented (e.g., if a student is not making predicted improvement when using System 44, the intervention can be replaced with Reading Plus.

-The student can be scheduled to work with a different interventionist

Guide to Reading Placement Criteria

11 th Grade Placement Criteria		Reading Course	Course Number	Qualifier	Comprehensive Intensive Reading Program (CIRP)	Supplemental Resources	Time	Class Size	
2 Years of Trend FSA Data	Data Point That Will Measure Text Reading Efficiency						Delivery Method		
INTENSIVE READING	*L1	Decoding or text reading efficiency issues Oral Reading Fluency 1 Minute Probe: 0-109 10 th percentile	Intensive Reading: Foundational 1	1000410	W	Wilson Reading System System 44 Language! Language Live! Reading Plus	Imagine Learning (ELL)	90 minutes daily <ul style="list-style-type: none"> • direct instruction • small group • computer-assisted instruction • independent reading 	15 or fewer
	*L2	Decoding or text reading efficiency issues Oral Reading Fluency 1 Minute Probe: 110-130 25 th percentile	Intensive Reading: Foundational 2	1000410	P	Read 180 Plugged-In **Townsend Reading Plus	Imagine Learning (ELL)	90 minutes daily <ul style="list-style-type: none"> • direct instruction • small group • computer-assisted instruction • independent reading 	20 or fewer
	L1/L2	No decoding or text reading efficiency issues Oral Reading Fluency 1 Minute Probe: 131-above 50 th percentile	Intensive Reading: ELA Plus 1	1000410	Q	Newsela (Paired with Literature) Plugged-In **Townsend Reading Plus	Imagine Learning (ELL) Ready Florida Achieve 3000	47 minutes daily/ 90 minutes every other day <ul style="list-style-type: none"> • direct instruction • small group • computer-assisted instruction • independent reading 	25 or fewer
	L1/L2	No decoding or text reading efficiency issues Oral Reading Fluency: 131-Above 50 th percentile	Content Area Course: Science or History	Content Area Course Code	Content area Informational Text and Literature	Newsela Ready Florida Achieve 3000	47 minutes daily/ 90 minutes every other day <ul style="list-style-type: none"> • direct instruction • small group • computer-assisted instruction • independent reading 	See Content Area Class Size	

**For a Level 2 student scoring below the 25th percentile on the Oral Reading Fluency measure, utilize other data points to make the best placement decision for the student.

**Townsend may be utilized in the event that the following standards are supplemented with other resources in order to build text sets: LAFS.1112.RL.1.3, LAFS.1112.RL.2.5, LAFS.1112.RL.2.6, LAFS.1112.RL.3.7, LAFS.1112.RL.3.9, LAFS.1112.RI.3.7, LAFS.1112.RI.3.9, LAFS.1112.W.3.7, LAFS.1112.W.3.8, LAFS.1112.W.3.9, LAFS.1112.SL.2.5, and LAFS.1112.SL.2.6

-A different intervention can be implemented (e.g., if a student is not making predicted improvement when using System 44, the intervention can be replaced with Reading Plus.

-The student can be scheduled to work with a different interventionist

Guide to Reading Placement Criteria

12 th Grade Placement Criteria		Reading Course	Course Number	Qualifier	Comprehensive Intensive Reading Program (CIRP)	Supplemental Resources	Time	Class Size	
2 Years of Trend FSA Data	Data Point That Will Measure Text Reading Efficiency						Delivery Method		
INTENSIVE READING	*L1	Decoding or text reading efficiency issues Oral Reading Fluency 1 Minute Probe: 0-109 10 th percentile	Intensive Reading: Foundational 1	1000410	W	Wilson Reading System System 44 Language! Language Live! Reading Plus	Imagine Learning (ELL)	90 minutes daily <ul style="list-style-type: none"> • direct instruction • small group • computer-assisted instruction • independent reading 	15 or fewer
	*L2	Decoding or text reading efficiency issues Oral Reading Fluency 1 Minute Probe: 110-130 25 th percentile	Intensive Reading: Foundational 2	1000410	P	Read 180 Plugged-In **Townsend Reading Plus	Imagine Learning (ELL)	90 minutes daily <ul style="list-style-type: none"> • direct instruction • small group • computer-assisted instruction • independent reading 	20 or fewer
	L1/L2	No decoding or text reading efficiency issues Oral Reading Fluency 1 Minute Probe: 131-above 50 th percentile	Intensive Reading: ELA Plus 1	1000410	Q	Newsela (Paired with Literature) Plugged-In **Townsend Reading Plus	Imagine Learning (ELL) Ready Florida Achieve 3000	47 minutes daily/ 90 minutes every other day <ul style="list-style-type: none"> • direct instruction • small group • computer-assisted instruction • independent reading 	25 or fewer
	L1/L2	No decoding or text reading efficiency issues Oral Reading Fluency: 131-Above 50 th percentile	Content Area Course: Science or History	Content Area Course Code		Content area Informational Text and Literature	Newsela Ready Florida Achieve 3000	47 minutes daily/ 90 minutes every other day <ul style="list-style-type: none"> • direct instruction • small group • computer-assisted instruction • independent reading 	See Content Area Class Size

**For a Level 2 student scoring below the 25th percentile on the Oral Reading Fluency measure, utilize other data points to make the best placement decision for the student.

**Townsend may be utilized in the event that the following standards are supplemented with other resources in order to build text sets: LAFS.1112.RL.1.3, LAFS.1112.RL.2.5, LAFS.1112.RL.2.6, LAFS.1112.RL.3.7, LAFS.1112.RL.3.9, LAFS.1112.RI.3.7, LAFS.1112.RI.3.9, LAFS.1112.W.3.7, LAFS.1112.W.3.8, LAFS.1112.W.3.9, LAFS.1112.SL.2.5, and LAFS.1112.SL.2.6

-A different intervention can be implemented (e.g., if a student is not making predicted improvement when using System 44, the intervention can be replaced with Reading Plus.

-The student can be scheduled to work with a different interventionist

APPENDIX C

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

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** St. Lucie Public Schools
- 2. Contact name for schools covered on this plan:** Kimberly Jay
- 3. Contact phone number:** 772-429-7456
- 4. Contact email:** kimberly.jay@stlucieschools.org
- 5. Schools covered by this plan:** C.A. Moore

Section 2: Length of School Day

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

- 1. School start time:** 8:35 am
- 2. School dismissal time:** 3:25 pm
- 3. Total number of instructional minutes per day:** 380
- 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.**

These students are scheduled for the same school day as students who earned a level 1, 2, or 3 on the statewide standardized ELA assessment. The extra hour of instruction is differentiated based on student performance data. Students who earned a level 4 or level 5 are provided with enrichment during this instructional time in order to maintain high achievement levels. Within the LLI resource, there are reading levels and lessons that work above the grade level and will meet the students where they are specifically working. Therefore, like students who earned a level 1, 2, or 3 are receiving targeted instruction based on their needs, students who earned a level 4 or 5 are also receiving targeted instruction based on their needs for enrichment.

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

Teachers providing intensive reading instruction are rated effective or highly effective on the previous year evaluation. This evaluation includes student performance.

- 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.**

Research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency is a priority during this additional instructional hour. Leveled Literacy Intervention (LLI) is the teacher-led resource that is used during this time. Students are progress monitored for acceleration in reading through the LLI running records and three times a year using the Benchmark Assessment System (BAS) from Fountas and Pinnell. This resource has been used for a few years within our district. There are two ways to show student progress: the BAS diagnostic that takes place three times a year and the LLI Running Records that take place approximately every one-two weeks per student. The growth of students is closely monitored by the providers to ensure that student acceleration is occurring.

- 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.**

All students at the identified school are administered diagnostic and progress monitoring assessments. There are two ways to show student progress through LLI and BAS. The BAS diagnostic that takes place three times a year to ensure correct placement and monitor growth. The LLI Running Records that take place approximately every one-two weeks per student. The growth of students is closely monitored by the providers to ensure that student acceleration is occurring. Students are also administered the iReady diagnostic three times a year along with progress monitoring checks built within each student profiles. These assessments are used to determine if student specific needs are being addressed. In grades 2-5 students are also administered district reading unit assessments to determine their progress of mastery on the reading standards.

APPENDIX C

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

When determining an intensive reading intervention, all of these components were part of the rubric in the selection process. Only interventions that had these were considered. LLI from Fountas and Pinnell is rated high in these areas and is evidence based to address reading deficiencies. New teachers are trained each year and refresher training is also offered on the specific components of the program to include all areas with a specific focus on guided practice, error correction, and feedback. There is also a district curriculum specialist who supports this school in implementation with 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.**

Content based reading is incorporated into the intervention so students are exposed to literature and non-fiction texts. LLI provides a wide range of reading text types, genres, and topics that are embedded throughout all levels. These topics enrich students through the social studies and the sciences. Text discussion and writing in response to reading are embedded in the lessons that are provided in the lessons of LLI.

APPENDIX C

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

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** St. Lucie Public Schools
- 2. Contact name for schools covered on this plan:** Kimberly Jay
- 3. Contact phone number:** 772-429-7456
- 4. Contact email:** kimberly.jay@stlucieschools.org
- 5. Schools covered by this plan:** St. Lucie 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:** 8:30 am
- 2. School dismissal time:** 3:20 pm
- 3. Total number of instructional minutes per day:** 380
- 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.**

These students are scheduled for the same school day as students who earned a level 1, 2, or 3 on the statewide standardized ELA assessment. The extra hour of instruction is differentiated based on student performance data. Students who earned a level 4 or level 5 are provided with enrichment during this instructional time in order to maintain high achievement levels.

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

Teachers providing intensive reading instruction are rated effective or highly effective on the previous year evaluation. This evaluation includes student performance.

- 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.**

Research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency is a priority during this additional instructional hour. Leveled Literacy Intervention (LLI) is the teacher-led resource that is used during this time. Students are progress monitored for acceleration in reading through the LLI running records and three times a year using the Benchmark Assessment System from Fountas and Pinnell.

- 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.**

All students at the identified school are administered the Benchmark Assessment three times a year. The first administration is used as a diagnostic to determine initial placement in the level intervention. The two other administrations are used to progress monitor students. Students are also administered the iReady diagnostic three times a year along with progress monitoring checks built within each student profiles. These to assessments are used to determine if student specific needs are being addressed. In grades 2-5 students are also administered district reading unit assessments to determine their progress of mastery on the reading standards.

APPENDIX C

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

When determining an intensive reading intervention, all of these components were part of the rubric in the selection process. Only interventions that had these were considered. LLI from Fountas and Pinnell is rated high in these areas and is evidence based to address reading deficiencies. New teachers are trained each year and refresher training is also offered on the specific components of the program to include all areas with a specific focus on guided practice, error correction, and feedback. There is also a district curriculum specialist who supports this school in implementation with 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.**

Content based reading is incorporated into the intervention so students are exposed to literature and non-fiction texts. LLI provides a wide range of reading text types, genres, and topics that are embedded throughout all levels. Text discussion and writing in response to reading are embedded in the lessons that are provided in the lessons of LLI.

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- 2. Contact name for schools covered on this plan:** Kimberly Jay
- 3. Contact phone number:** 772-429-7456
- 4. Contact email:** kimberly.jay@stlucieschools.org
- 5. Schools covered by this plan:** Lakewood Park Elementary

Section 2: Length of School Day

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

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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.**

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

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