Alachua 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: Jennifer Wise and Kevin Berry
Contact Email: wisejl@gm.sbac.edu and berrykj@gm.sbac.edu
Contact Telephone: (352) 955-7444 and (352) 955-7812

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	55	56	57	59	57	60	61

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	52	54	57	58	55	58	59

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

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	26	29	24	45	22	19
White/Hispanic	15	13	16	14	19	12	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	24	27	22	43	20	18
Students with Disabilities/Students without Disabilities	37	32	38	29	46	26	24
English Language Learners/ Non-English Language Learners	30	26	32	24	22	22	20

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

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

The majority of our expenditures are slated to be used to provide an additional hour of literacy instruction at seven of our elementary schools, all of which are on the lowest 300 list of schools. This additional time allows teachers to provide more targeted intervention to students, and data indicates improvements in student performance when schools have this additional hour. The next largest expenditure supports our literacy coaches. The literacy coaches provide job-embedded professional development support for teachers at targeted schools as well as support for school-based instructional coaches at other schools. This

support helps our teachers improve their practice, which will result in increases in student performance. Other expenditures include supplemental curriculum materials, specifically intervention materials which fulfill needs which our core curriculum has not been successful at meeting. These materials and their related professional development should help yield an increase in learning gains.

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?**

      Jeff Charbonnet, Director of Research and Assessment coordinates the effort. A team of curriculum staff members review the data with his support.

   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.**

      We will utilize AIMS, the Alachua Instructional Progress Monitoring System, to monitor students' progress toward mastery of the Florida Standards in grades K-10. In addition, we will use the ISIP, Istation Indicators of Progress, to determine students' development of foundational reading skills in grade K-5.

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

      AIMS will be monitored quarterly. IStation ISIP is monitored monthly.

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

   Jennifer Taylor, MTSS coordinator, oversees this process. She, in partnership with our Elementary Supervisor, Kevin Berry, and Secondary ELA specialist, Don Fitzpatrick, collaborate with school staff members in the problem solving process.

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?**

      Jennifer Wise, Executive Director of K-12 Curriculum.

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

This evidence is collected by school administrators through formal and informal observations and is recorded in ACIIS, the Alachua County Instructional Improvement System.

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

This evidence is formally collected each semester and informally collected on a regular basis.

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

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

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

Professional Development

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

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

   Bessie Criscione, Professional Development Supervisor

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

   Most of our literacy PD is funded through other sources (Teacher Training or Title II). At this point, we have a tentative RDG budget of $50,000 for professional development activities. We would like to increase this amount, but this depends on our overall budget allotment as well as the number of schools on the Lowest 300 list, as most of our budgetary expenditures fund the extended hour of literacy instruction at those schools.

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.

   Dyslexia Demystified, course 22076

   Explicit Reading Instruction (presented at the Teachers Are Heroes Summit), 22652

Others are pending for the 2018-19 school year, including a year-long literacy PD for literacy coaches and school-based coaches. The monthly PD will engage school-based coaches via a train-the-trainer model. School based coaches will return to schools, provide PD to their faculty members, and follow up with select teachers via coaching cycles.

Reading/Literacy Coaches

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

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

   Bachelor's Degree or higher required. Preferred certifications: Elementary K-6, Reading K-12 or Reading Endorsement, English 6-12, ESE K-12. Earned ACPS Instructional Coaching Certification. Demonstrates a deep understanding of Literacy integration across all content areas. Demonstrates a deep understanding of adult learning practices. Extensive classroom experience as a highly effective teacher. Fosters a safe, trusting environment for teachers. Develops and maintains confidential, collegial relationships with teachers. Communicates effectively in written and oral form using positive interpersonal skills. Collaborates effectively across school and district-based support teams. Employs effective coaching and facilitation skills to plan for and respond to Literacy. Reflects and applies knowledge from current research on best practices for improving student achievement. Organizes, prioritizes, and manages work assignments in an efficient manner. Demonstrates expertise in integrating technology into the curriculum.

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

   Our elementary literacy coaches support our schools in differentiated accountability (Terwilliger, Metcalfe, Rawlings, Lake Forest, Idylwild, and Alachua), as well as the school-based instructional coaches at those and other schools.

   Our middle school literacy coach supports all of our middle schools, Bishop, Ft. Clarke, Kanapaha, Lincoln, Mebane, Oak View, and Westwood. She works alongside our secondary ELA curriculum specialist to facilitate a yearlong PLC with teachers of intensive reading.

   At the high school level, we have a .66 literacy coach position (two teachers at .33) that supports teachers at Hawthorne Middle High School.

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—These schools were selected based on FSA ELA data and district progress monitoring data.

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

   a. Elementary:3
   b. Middle:1
   c. High:0.66

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

   Literacy coaches are observed using an evaluation framework specific to the role of an instructional coach. They are evaluated based on the effectiveness of their use of the ACPS coaching model to support teachers as well as on the depth of their knowledge of literacy instruction and how they provide teachers access to that expertise. Literacy coaches are formally observed once per semester, and the ELA VAM scores of the schools they are assigned to are used for the data component of their evaluations.

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

   $337,850 (estimated)

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

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:N/A
   b. Middle:N/A
   c. High:N/A

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

   N/A

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

   Istation Reading
   Teengagement
   Write Score (potentially)
   TurnItIn (potentially)

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

   250,000

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

   Title I Rollover funds, school-based funds, instructional materials funds, general funds

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:**Kevin Berry

2. **Email Address:**berrykj@gm.sbac.edu

3. **Phone Number:**(352) 955-7812

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

   Alachua, Archer, Chiles, Finley, Foster, Hidden Oak, High Springs, Idylwild, Lake Forest, Littlewood, Meadowbrook, Metcalfe, Newberry, Shell, Talbot, Wiles, and Williams

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

   a. **Start Date:**June 5, 2019
   b. **Which days of the week is SRC offered:**Monday, Tuesday, Wednesday, and Thursday
   c. **Number of instructional hours per day in reading:**5.0
   d. **End Date:**June 27, 2019
   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?**

   1:12

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

   No—not at our summer reading camps. We have additional Title I funded summer school programs which support students in grades 1, 2, 4, and 5.

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

   Students will be administered an ISIP at the beginning and end of Summer Reading Camp.

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	Click here to enter text.
District expenditures on reading coaches	337,850
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	250,000
District expenditures on professional development	31,708
District expenditures on summer reading camps	0
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	700,000
Flexible Categorical Spending	0
Sum of Expenditures	1,319,558
Amount of district research-based reading instruction allocation for 2019-2020	1,319,558

APPENDIX A

K-12 Comprehensive Research-Based Reading Plan
Collaborative Planning Team Meeting

Curriculum – Professional Development – ESOL – ESE/Student Services

April 22, 2019

Kevin Berry, Curriculum (ELA K-5)	
Don Fitzpatrick, Curriculum (ELA 6-12 and ESOL)	
Donna Kidwell-Diehlman, ESE/Student Services	
Kim Neal, FTE/State Reporting	
Jennifer Taylor, ESE/Student Services	
Bessie Criscione, Professional Development	
Nannette Dell, Principal of Talbot Elementary	
Jennifer Davis, Kindergarten Teacher	
Jennie Wise, Curriculum	

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;

Alachua County Public Schools

Mission Statement: We are committed to the success of every student!

ELEMENTARY SCHOOL IDENTIFICATION/INTERVENTION DECISION TREE
2019-20

ASSESSMENTS USED FOR IDENTIFICATION:

Grade K: FLKRS—STAR Early Literacy, Alachua Instructional Monitoring System (AIMS) pre-assessment

Grade 1, 2, 3: 2018-19 District End-of-Course ELA Exams

Grade 3 (retained), 4, 5: 2018-19 Florida Standards Assessments ELA Score

TIER 1

FLKRS SS 497-529
AIMS score > 50th percentile
FSA ELA 3 or above

CCRP Curriculum: Scott Foresman Reading Street Standards-Based Activities (from CPALMS, and other resources)

At least 90 minute reading block with 30 minutes of whole group and 60 minutes of small group instruction. Content is based on the Florida Standards, and includes instruction in phonics, vocabulary, fluency, oral language, and comprehension using connected on-grade level text.

AIMS scores remain at or above 50th percentile

TIER 1

If a student does not respond: Increase intensity and duration, decrease group size

TIER 2

FLKRS SS 438-496
AIMS 16-49 percentile
FSA level 2

CCRP Curriculum AND CIRP: My Sidewalks, IStation, Small Group Differentiated Instruction

Notify parents/guardians of a reading deficiency; Develop Progress Monitoring Plan.
Continue with core instruction AND Administer ISIP diagnostic inventory to determine more information about students' needs.
Provide students with additional targeted instruction as an extension of or in addition to the 90 minute reading block for 30 minutes daily in groups of six or fewer.

AIMS scores decrease to, increase to, or remain at the 16-49th percentile

TIER 2

If a student does not respond: Increase intensity and duration, decrease group size

TIER 3

FLKRS SS 437 and below
AIMS 15 percentile or below.
FSA level 1

CCRP Curriculum AND CIRP: My Sidewalks, IStation, Small Group Differentiated Multisensory Instruction including SIPPS multisensory and elements from Orton-Gillingham approach

Notify parents/guardians of substantial reading deficiency; Develop Progress Monitoring Plan.
Continue with core instruction AND Administer ISIP diagnostic inventory to determine more information about students' needs.
Provide students with additional targeted instruction as an extension of or in addition to the 90 minute reading block for 45 minutes daily in groups of three or fewer.

AIMS scores decrease to or remain below the 15th percentile

TIER 3

ASSESSMENTS USED FOR PROGRESS MONITORING:

Grade K-5: Alachua Instructional Monitoring System, October, January, March, and May in addition to monthly ISIP assessments

MIDDLE SCHOOL IDENTIFICATION/INTERVENTION DECISION TREE - 2019-20 -

ASSESSMENTS USED FOR IDENTIFICATION: -

Grades 6-8: 2018-19 Florida Standards Assessments ELA Score

FSA ELA score of 3 or above

No additional diagnostic assessment will be administered. Students will continue to receive instruction in an English/ Language Arts and in some cases a Reading course in accordance with our Student Progression Plan. Students will use the Perfection Learning series in their reading class and the Code X series in their Language Arts class and additional resources including Khan Academy, CommonLit, LAFS FSA Review texts, IXL, USA Test Prep, and Moby Max.

AIMS scores remain at or above 50th percentile

If a student does not respond, increase intensity and duration, decrease group size.

FSA ELA score of 2

Core curriculum: Perfection Learning and Code X.

Content-area literacy strategies will be taught and reinforced in the science and social studies classes. District will continue to support content are teachers with professional development on utilizing research-validated literacy instruction methods including a focus on explicit literacy instruction and an emphasis on tier 2 vocabulary.

Strategies: Differentiation and standards-based small-group interventions. Students will be considered candidates for intensive reading courses. Co-teach and support facilitation models will be implemented when appropriate.

Out-of-class instruction will be provided in the form of weekend, after-school and lunch time reading and standards-based interventions.

AIMS scores decrease to, increase to, or remain at the 40-49th percentile

If a student does not respond, increase intensity and duration, decrease group size.

FSA ELA score of 1

Core curriculum: Perfection Learning and Code X

Supplemental resources: iReady, American Reading Company, Snap n Read, Khan Academy, LAFS FSA Review texts, IXL, USA Test Prep, and Moby Max.

Strategies: Differentiation and standards-based small-group interventions. Students will be considered candidates for intensive reading courses.

Co-teach and support facilitation models will be implemented when appropriate.

Out-of-class instruction will be provided in the form of weekend, after-school and lunch time reading and standards-based interventions.

AIMS scores decrease to or remain below the 40th percentile

ASSESSMENTS USED FOR PROGRESS MONITORING: -

Grade 6-8: Alachua Instructional Monitoring System (AIMS), October, January, and March

HIGH SCHOOL IDENTIFICATION/INTERVENTION DECISION TREE - 2019-20 -

ASSESSMENTS USED FOR IDENTIFICATION: -

Grades 9-12: 2018-19 Florida Standards Assessments ELA Score

FSA ELA score of 3 or above

Core curriculum: Collections

Supplemental resources: Snap n Read, Khan Academy, LAFS FSA Review texts, CommonLit, IXL, USA Test Prep, and Moby Max.

Students will continue to receive instruction in an English/ Language Arts class in accordance with our Student Progression Plan.

If a student does not respond, increase intensity and duration, decrease group size.

AIMS scores remain at or above 50th percentile

FSA ELA score of 2

Core curriculum: HMH Collections
Content-area literacy strategies will be taught and reinforced in the science and social studies classes. District will continue to support content are teachers with professional development on utilizing research-validated literacy instruction methods including a focus on explicit literacy instruction and an emphasis on tier 2 vocabulary.
Strategies: Differentiation and standards-based small-group interventions. Students will be considered candidates for intensive reading courses. Co-teach and support facilitation models will be implemented when appropriate. Out-of-class instruction will be provided in the form of weekend, after-school and lunch time reading and standards-based interventions.

If a student does not respond, increase intensity and duration, decrease group size

AIMS scores decrease to, increase to, or remain at the 16-49th percentile

FSA ELA score of 1

Scholastic Reading Inventory and/ or Teengagement pre/ post tests will be administered. Students will receive intensive intervention that will include small group work focused around foundational reading skills such as decoding and vocabulary in context. These activities will take place in intensive reading courses. If students are not already scheduled into these courses, they will be moved to the courses. The Teengagement curriculum will be used and additional resources including Khan Academy, ACT and SAT test prep and USA Test Prep. Out-of-class instruction will be provided in the form of weekend, after-school and lunch time reading and standards-based interventions.

AIMS scores decrease to or remain below the 16th percentile

ASSESSMENTS USED FOR PROGRESS MONITORING: -

Grade 9-12: Alachua Instructional Monitoring System, October, January, and March

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:** Alachua
2. **Contact name for schools covered on this plan: Kevin Berry**
3. **Contact phone number:** (352) 955-7812
4. **Contact email:** berrykj@gm.sbac.edu
5. **Schools covered by this plan: :** Lake Forest, Terwilliger, Alachua, Idylwild, Metcalfe, Rawlings

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 dismissal time:** 1:37 on Weds., 2:52 all other days
3. **Total number of instructional minutes per day:** 312 on Weds., 372 other days
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.**

   All students are participating in the additional hour of instruction at each of our represented schools. During the intervention hour, schools provide these students with differentiated activities designed to meet their learning needs, including enrichment, curriculum compacting, and acceleration.

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.**

   Initially, prior student and teacher data indicators, including teacher VAM scores, were reviewed. To ensure that the teachers continue to provide effective instruction, school leadership teams along with district support, regularly review student data throughout the school year. All administrators, school-based coaches, and district coaches visit classrooms regularly to observe, provide feedback, and offer support as necessary. Support plans will be developed for teachers as needed, and those plans will be monitored for fidelity by the principal.

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.**

   Each school has a slightly different plan depending on the needs of their students and the goals of their School-wide Improvement Plans. Many schools are implementing new-to-the-school initiatives, so they will be monitoring students' progress throughout the implementation process to ensure its effectiveness.

   These plans are summarized below:

   Lake Forest: Grades K-2 will utilize multi-sensory SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words). Grades 3-5 will use IRLA targeted intervention materials. These materials showed success at other schools in previous years.

   Terwilliger: Vocabulary Word Wisdom (Grades 3-5), Language for Learning (K-5). Ready Florida and iReady (Grades 2-5), ACHIEVE 3000 (Grades 3-5), and IXL (K-5), and IRLA. Last year, 10/12 retained 3rd graders made learning gains with IRLA. We used Ready Florida last year, and the school's proficiency increased from 28% to 40%.

   Alachua: IRLA will be used to differentiate instruction in the intervention hour. This is our rollout year, so we will periodically review data via data chats. Other schools have shown success with IRLA.

   Idylwild: IReady and ACHIEVE3000 will be implemented in grades 3-5. Small group UFLI tutoring and SmartyAnts (KidBiz) will be used in the primary grades. IReady is new to Idylwild, Terwilliger students showed success when using the program last year. Our own data from last year's implementation of ACHIEVE, SmartyAnts, and UFLI showed student growth.

Metcalfe: In grades 1-3 we will utilize SIPPS. In grades 4 and 5 (and specific students in Grade 3), we will utilize ACHIEVE 3000 and Ready Florida LAFS online toolbox. These materials showed success at Terwilliger and other schools).

Rawlings: 1st Grade: SIPPS (differentiated based on need). 2nd Grade: SIPPS and Florida Ready (grouped based on needs) 3rd Grade: SIPPS and Florida Ready. 4th Grade: Florida Ready/Core Connections PD/Writing. 5th Grade: Florida Ready (differentiated based on needs). Much of this is new to our school, so we will closely monitor student progress. Each six weeks, we will review data, examine groups, and determine what adjustments we need to make.

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.**

In addition to any statewide assessment data, our district uses the ISIP (Istation's Indicators of Progress) as our universal screening instrument, and different diagnostic assessments depending on student needs and school resources. We monitor this data at a district level monthly, and engage in data chats with administrators quarterly. Also part of those data chats are our district assessments AIMS (Alachua Instructional Monitoring System), which are quarterly benchmark assessments.

Below, you will find additional assessments used at the school level:

Lake Forest: Ready Florida Baseline Assessments, IRLA (Independent Reading Level Assessment)

Terwilliger: Review quarterly AIMS with learning standards tracker, note which standards do not show 70% mastery, intervention boot camps focus on standards not met at 70% mastery. Additional of vocabulary program is a direct result of data. Collaborative planning—questioning, vertical alignment, questioning probes questions

Alachua: IRLA (Independent Reading Level Assessment) data is monitored via an online tool called School Pace. During small group instruction, teachers address students' individual power goals and progress monitor with ongoing assessments to ensure mastery before moving onto next level.

Idylwild: Title I reading intervention teacher will oversee data from IReady, and will support additional small groups based on IReady data. During the intervention hour (as well as during the ELA block), teachers plan for activities based on student needs. Data is reviewed during weekly team data discussions and formal data chats with administrators twice per month.

Metcalfe: Teachers and administrators use multiple data points to monitor progress, including fluency, district and school formative and summative assessment data. These

include ISIP, AIMS, WriteScore data, ACHIEVE3000 data, and others. We triangulate data to help us to make more informed decisions.

Rawlings: Teachers and administrators use SIPPS data, ISIP, and IReady for 2nd - 5th grade to support differentiated instruction and discuss these at biweekly data chats.

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.**

   Administrators review teachers' lesson plans to ensure literacy instruction includes systematic reading strategies to address all of the key components of reading, as well as connections to writing. Administrators and coaches engage in regular classroom visits to observe the implementation of plans as well as to observe the types, frequency, and depth of feedback provided to students. Leadership teams discuss these observations and provide feedback and support to teachers based on the data collected.

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.**

   District staff met with the administrators from each of our schools to discuss their plans for incorporating content reading, text discussion, and writing in response to reading. These plans will be discussed and followed up on during principal data chats.

   Below are some of the plans for our schools:

   Lake Forest: Incorporate social studies/science text during reading block, incorporate interactive word walls in social studies, science, and math, as well as use of journals in math, science, social studies. Math Reads books are used to integrate ELA and Math.

   Terwilliger: Reading teachers throughout the day use informational text throughout all content areas—one tool utilized for that is ACHIEVE3000. Intervention groups (including Altrusa Mentors) utilize articles with social studies and science focus. Teachers use interactive notebooks, writing texts are social studies/science based. Thinking Maps help to extend writing across content areas.

   Alachua: IRLA materials are all geared toward the content areas (Science, Social Studies, and Math). Being Writer integrates writing with other content areas.

   Idylwild: The additional hour of literacy instruction precedes or follows the Science block. This scheduling structure is designed to facilitate the integration of science and

writing. Social Studies is incorporated within the ELA block. Math block is 90 minutes for grades 3-5, to allow for additional time for integrated writing instruction.

Metcalfe: ACHIEVE3000 ensures teacher access to non-fiction texts. Write Score texts incorporate Social Studies and Science standards into extended hour block. Teachers uses reading strategies during mathematics.

Rawlings: Florida Ready and Write Score incorporate materials from all content areas. Core Connections (ongoing professional development) helps teachers learn new strategies for incorporating writing across the curriculum. A key component of Success for All is writing in response to reading. Students utilize text journals.