Clay 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: Terrence Connor
Contact Email: terrence.connor@myoneclay.net
Contact Telephone: (904) 336-6905

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 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	57	Click here to enter text.	60	58	62	60	62

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	51	Click here to enter text.	57	54	57	56	58

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	17	Click here to enter text.	20	14	17	13	11
White/Hispanic	5	Click here to enter text.	7	4	5	3	3
Economically Disadvantaged/Non-Economically Disadvantaged	20	Click here to enter text.	19	17	18	14	12
Students with Disabilities/Students without Disabilities	37	Click here to enter text.	35	32	36	28	24
English Language Learners/ Non-English Language Learners	28	Click here to enter text.	32	25	30	23	18

* 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.**

Funds from the reading allocation will be utilized to provide reading coach support in all schools. Reading coaches will work closely with teachers and administrators to provide training that focuses on meeting the needs of all students and closing the achievement gap. Funds will also be used to support classroom libraries for grades K-3 with a focus on science, grade level content topics and intensive reading resources for secondary schools.

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 Assistant Superintendent for Curriculum and Instruction, the Chief of Secondary Schools, the Supervisor of Elementary Schools, and the Supervisor of Technology and Information Services will collect and review all progress monitoring data.

   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.**

   In grades K-3, data from the iReady reading software will be used to monitor student progress towards district goals. Achieve 3000 Lexile data will be utilized for this purpose in grades 4-10. Florida Standards Assessment (FSA) and FSA retake data will be to progress monitor students in 11th and 12th grade.

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

   Progress monitoring data for grades K-10 be reviewed by the district at the end of each assessment period (fall, winter & spring). Progress monitoring data for 11th and 12th grade will be monitored in the fall and spring.

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

The Assistant Superintendent for Curriculum and Instruction, Chief of Secondary Education and Supervisor of Elementary Education will ultimately be responsible for fidelity of implementation of interventions. District level specialists such as the ESE Curriculum Specialist, and K-6/7-12 ELA Specialists will be delegated to help monitor and ensure the fidelity of interventions for students not progressing towards district goals. These district administrators and specialists will work closely with curriculum coaches and school-based reading coaches to assist in monitoring the fidelity of reading interventions.

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 Elementary and Secondary ELA Curriculum Specialists will ensure that curriculum guides are aligned to the Florida Standards. District leadership is responsible for training principals in the use of a common instructional rubric as well as curriculum guides to ensure that instruction is aligned to standards.

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

      All principals are expected to conduct classroom instructional rounds for two hours each day. Instructional rounds will focus on alignment of standards, curriculum, instruction, assessment and intervention, fidelity of curriculum implementation, quality of instruction, student engagement, and lesson content. Lesson plans will indicate the standards taught in each lesson. Quarterly classroom walkthrough data will be collected at the district level through the use of Google Sheets.

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

      Instructional round data will be collected and reviewed on a quarterly basis by the Assistant Superintendent for Curriculum and Instruction, the Chief of Secondary Schools and the Supervisor of Elementary Education.

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 Assistant Superintendent for Curriculum and Instruction will be responsible for ensuring that all schools have access to content area text through a variety of mediums. Leveled Literacy Intervention curriculum will be used to provide informative text for some content areas via small group guided instruction. Classroom libraries will have a variety of informational text accessible to all students. Media center and eBook check-out at each school will provide teachers and students with access to informational, content-area based texts. These libraries will have a focus on content area informational texts. Achieve3000 will provide all students in grades 4-10 with informational texts that support all content areas. The Supervisor of Instructional Resources will ensure that all students (K-12) have access to content area textbooks in book or online form. This curriculum provides a plethora of informational texts that support science, social studies and other curricular areas.

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 Assistant Superintendent for Curriculum and instruction will provide DBQ Project curriculum to social studies teachers in grades 4-10, and language arts teachers in grades 6-12. The DBQ Project curriculum provides students with a variety of informational texts in social studies, as well as a variety of text in language arts, centered around an essential question. The Supervisor of Instructional Resources will provide all schools with access to additional texts through online subscriptions such as Destiny Follett eBook shelf and Discovery Education.

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?**

The Assistant Superintendent for Curriculum and Instruction and the Chief of Secondary schools will ensure that all classroom instruction is accessible to the full range of learners using UDL principles.

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)?**

All principals are expected to conduct classroom instructional rounds for two hours each day. Instructional rounds will focus upon alignment of the standards in relation to lesson content, fidelity of curriculum implementation, quality of instruction and student engagement. Lesson plans will indicate the standards taught in each lesson. Classroom walkthrough data will be collected at the district level through the use of Google Sheets. This walkthrough data should include placing a focus on the UDL principles. Principals will specifically observe for:
- Providing multiple means of engagement (the why of learning)
- Providing multiple means of representation (the what of learning)
- Providing multiple means of action and expression (the how of learning)

In adhering to UDL design principles, students are empowered to take ownership of their own learning. The teacher intentionally designs and offers varied pathways, tools, strategies and scaffolds to address individual differences and eliminate barriers to learning. Teacher directed whole group instruction, small group instruction, cognitive based diagnostic software (iReady Reading, Grades K-3/Achieve3000, Grades 4-10) will be provided to all students.

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

Weekly usage and passing rate data will be collected weekly on students using iReady Reading and Achieve3000. Tier 2 and 3 Guided Reading data will be collected at the beginning, middle and end of the year.

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.**

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 district master inservice plan?**

   Ryan Widdowson

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

   $48,051.84

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?

   Ryan Widdowson

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

   Yes

<u>Reading/Literacy Coaches</u>

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.**

   Reading Coach Job Description

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

Elementary Schools		
Argyle Elementary	Charles E Bennett Elementary	Clay Hill Elementary
Coppergate Elementary	Doctor's Inlet Elementary	Grove Park Elementary
Keystone Heights Elementary	Lake Asbury Elementary	McRae Elementary
Middleburg Elementary	Montclair Elementary	Oakleaf Village Elementary
Plantation Oaks Elementary	Ridgeview Elementary	S. Bryan Jennings Elementary
Shadowlawn Elementary	Swimming Pen Creek Elementary	Thunderbolt Elementary
W. E. Cherry Elementary	J. L. Wilkinson Elementary	
Junior High Schools		
Oakleaf Junior High	Orange Park Junior High	Wilkinson Junior High
Senior High Schools		
Middleburg High School	Orange Park High	

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

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

   a. Elementary:18.5
   b. Middle:1
   c. High:1

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

   Administrator and district instructional rounds will focus on the implementation of ideas supported by coaches.

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

   $1,165,472.00

Supports for Identification and Intervention of Students With Reading Disabilities

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?**

   Teachers will not be funded through this grant.

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.**

   not applicable

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

   a. Elementary:not applicable
   b. Middle:not applicable
   c. High:not applicable

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

   Funding will come from an alternative source

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.:**

   Leveled Literacy Intervention (LLI) by Fountas and Pinnell

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

   $374,942.16

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.**

   They were purchased with the Research-Based Reading Instruction Allocation

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Michael Wingate

2. **Email Address:** michael.wingate@myoneclay.net

3. **Phone Number:** (904) 336-6918

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

   Charles E Bennett Elementary, Keystone Heights Elementary, W E Cherry Elementary, J L Wilkinson Elementary

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

   a. **Start Date:** June 19
   b. **Which days of the week is SRC offered:** Monday through Thursday
   c. **Number of instructional hours per day in reading:** 4
   d. **End Date:** July 26
   e. **Total number of instructional hours of reading:** 84

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.?**

   Human Resources will provide hiring criteria, one of which will be highly effective or reading endorsed.

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

   Teacher student ratio not to exceed 1:12 Teacher assistants will be hired if necessary to support larger number of students.

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

   Summer Reading Camp will only serve third grade students who score a Level 1 on FSA Reading.

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

   Students identified for Summer Reading Camp will take the SAT-10 at the end of the school year and again at the end of Summer Reading Camp. iReady will track the progress of students throughout the 21 days of 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.

Budget Review

Estimated proportional share distributed to district charter schools	$41,068.00
District expenditures on reading coaches	$1,165,472.00
District expenditures on intervention teachers	0.00
District expenditures on supplemental materials or interventions	$374,942.16
District expenditures on professional development	$48,051.84
District expenditures on summer reading camps	$71,627.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0.00
Flexible Categorical Spending	0.00
Sum of Expenditures	$1,701,161.00
Amount of District Researched-Based Reading Instruction Allocation for 2018-2019	**$1,701,161.00**

APPENDIX A

The School Board of Clay County validates that collaboration between the ESE, ELL and "Reading Plan" contact occurred in preparing this document. If there are any questions concerning the Clay County "Reading Plan," please contact Ryan Widdowson .

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;

Screening Assessments	Dates	If	Then	Intervention and Materials
STAR Early Literacy Screener **(DOE Required)**	**Within the First 30 instructional days of school**	**Kindergarten** Student earns a scale score of 497-529 on the Early Literacy Screener	The student is, in addition to the core literacy lesson, provided with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics and fluency at the word/and or connected text level. Teachers should conduct read alouds that give students opportunities to explore complex texts and guide and engage students in discussion of text-dependent questions that deepen their understanding of key ideas.	**Core Instruction** **Instructional Materials:** Core Lesson ● Making Meaning Phonics Lesson ● SIPPS (K-2) Small Group Rotations: ● Guided Reading/Leveled Text/Authentic Text ● Independent Reading ● Blended Learning – i-Ready (K-3) ● Skills (as needed) – i-Ready Tools for Instruction ● Blended Learning Achieve 3000 (4-6)
		Kindergarten Student earns a scale score of 438-496 on the Early Literacy Screener	This student is, in addition to the core literacy lesson, provided additional support through differentiated small groups. Teacher should determine PA/phonics level and provide focused instruction based on assessment data. instruction based on assessment data. Students should have the opportunity to engage in discussion of text-dependent questions that deepen their understanding of key ideas.	**Core Instruction with Tier II Support** **Instructional Materials:** Core Lesson: ● Making Meaning ● i-Ready Diagnostic and Instruction Small Group Rotations: ● Skills (as needed) – iReady Toolkit (LAFS) ● Teacher Led – Guided Reading/Leveled Text ● Independent Reading ● Blended Learning – i-Ready ● SIPPS (K-2) ● Leveled Literacy Intervention (LLI)
		Kindergarten Student earns a scale score of 437 and below on the Early Literacy Screener	This student is, in addition to the core literacy lesson, in need of intense interventions. The teacher should determine the student's PA/Phonics level. and provide focused instruction based on assessment data. When planning lessons, the teacher should incorporate read alouds that give students opportunities to explore complex texts and provide students with the opportunity to engage in discussion of text-dependent questions that deepen their understanding of key ideas.	**Core Instruction with Tier III Support** **(DAR optional)** **Instructional Materials:** Core Lesson: ● Making Meaning Small Group Rotations: ● Leveled Literacy Intervention (LLI) ● SIPPS ● iReady Toolkit One-to-one instruction outside of the 90 minutes reading block may occur after administration of the DAR.

2018-19 Clay County Schools
Curriculum Decision Tree K-6

iReady Diagnostic	**Fall Winter Spring**	**Grades K-3** The student's score meets or exceeds grade level expectations as indicated on the Fall 2018 iReady Diagnostic. Kindergarten ● on or above 362 1st grade ● on or above 434 2nd grade ● on or above 489 3rd grade ● on or above 525	The student is, in addition to the core literacy lesson, provided additional support or enrichment during the differentiated small group instruction block, focusing on vocabulary, comprehension and higher level reasoning skills using texts that are on or above grade level standards.	**Core Instruction Instructional Materials:** Core Lesson ● Making Meaning Phonics Lesson ● SIPPS (K-2) Small Group Rotations: ● Guided Reading/Leveled Text/Authentic Text ● Independent Reading ● Blended Learning iReady ● Skills (as needed) iReady Tools for Instruction
		Grades K-3 Student is below grade level as indicated by his or her score on the Fall 2018 i-Ready Diagnostic. Kindergarten (below 362) 1st grade(below 434) 2nd grade (below 489) 3rd grade (below 501)	The student is, in addition to the core literacy lesson, provided interventions during the small group instruction block to support students with decoding and comprehension to access grade level standards. Teacher should determine breakdown of explicit and implicit comprehension questions; conduct read-alouds that give students opportunities to explore complex texts; and guide and engage students in discussion of text-dependent questions that deepen their understanding of key ideas.	**Core Instruction with Tier II Support Instructional Materials:** Core Lesson: ● Making Meaning ● i-Ready Diagnostic and Instruction Small Group Rotations: ● Skills (as needed) – iReady Toolbox ● Teacher Led – Guided Reading/Leveled Text ● Independent Reading ● Blended Learning iReady ● SIPPS (3rd grade challenge) ● Leveled Literacy Intervention (LLI)
		Grades K-3 Student has a substantial reading deficiency as indicated by his or her score on the Fall 2018 i-Ready Diagnostic. Kindergarten (below 316) 1st grade(below 362) 2nd grade (below 434) 3rd grade (below 492)	The student is, in addition to the core literacy lesson, provided interventions during the small group instruction block to support students with decoding and comprehension to access grade level standards. Additionally, the teacher would support student in phonemic awareness, phonics, high frequency words and vocabulary. *Note: If student's score is still below grade level, or they have not made ½ year's growth on the Winter 2018 Diagnostic, then administer DAR.*	**Core Instruction with Tier III Support (DAR optional)** Students in iReady Profiles 1-2 ● Intensive Intervention Leveled Literacy Intervention (LLI) Small Group Rotations: ● Leveled Literacy Intervention (LLI) ● SIPPS ● iReady Toolkit ● Phonics for Reading ● Barton One-to-one instruction outside of the 90 minute reading block may occur after administration of the DAR.

			½ Year Growth Expectations Kindergarten (+23 points) 1st grade (+23 points) 2nd grade (+19 points)	
DAR **Diagnostic Assessments of Reading** *Students who are not on grade level OR have not made ½ year's growth from Fall to Winter i-Ready Diagnostic*	**Winter** **Spring**	**K-6** If the student scores "Not Mastered" on any portion of the Word analysis **AND/OR** If the student scores more than two passage levels below the grade level placement as indicated on the interpretive profile Progress monitor instructional interventions.	Analyze errors on the word analysis assessment subtests of the DAR. Interpret the Word Recognition, Oral Reading, Silent Reading, Spelling, and Word Meaning subtests of the DAR. Determine if student needs additional interventions by monitoring between assessment windows to determine student placement/progress. Continue to serve through reading intervention based on current level of performance.	**Strategic Materials/Activities:** ● Leveled Literacy Intervention (LLI) ● Leveled text collections Progress monitoring will include iReady diagnostic, running records and LLI program assessments.
Achieve 3000 Level Sets	**Fall** **Winter** **Spring**	**Grades 4-6** If the student scores are "Meets or "Approaching Grade Level"… -4th grade meets: 740 L -5th grade meets: 830 L -6th grade meets: 925 L	The student is, in addition to the core literacy lesson, provided additional support or enrichment during the small group instruction block to focus on vocabulary and comprehension in texts that are approaching, on, or above grade level standards.	**Core Instruction** **Instruction Materials:** Core Lesson ● Making Meaning (grades 4-5) ● HMH Collections (grade 6) Small Group Rotations: ● Teacher Led – Guided Reading/Novels/Leveled Text ● Independent Reading ● Blended Learning – Achieve3000 ● Skills (as needed)
		Grades 4-6 If the student scores are "Falls Far Below Grade Level"… 4th grade (390L or below) 5th grade (505L or below) 6th grade (550L or below)	In addition to core instruction during the 90 minute reading block, the student is placed in an intervention, outside of the reading block to provide additional support with decoding and reading comprehension to access grade level standards.	**Core Instruction with Tier II and III Support** **Instruction Materials:** Core Lesson ● Making Meaning (grades 4-5) ● HMH Collections (grade 6) Small Group Rotations: ● Teacher Led – Guided Reading/Novels/Leveled Text ● Independent Reading ● Blended Learning – Achieve3000 ● Skills (as needed) **Strategic Materials:** ● Decoding (grades 6-8)

				- Achieve3000 – differentiated online literacy instruction using informational text - Strategies aligned to Language Arts Florida Standards (District Curriculum Guides)

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Screening Assessments	Dates	If	Then	Intervention and Materials
FSA ELA **Achieve 3000 Level Set**	Spring, 2018 Winter, 2019	Student scores a level 3 or higher on current FSA-ELA	The student is placed in a standard ELA course.	Course name: MJ Language Arts (6-8). **Strategic Materials:** ● Differentiated online literacy instruction on independent reading level using non-fiction text (Achieve 3000) ● HMH Collections ● DBQ ● Focus on writing to convey an understanding of text ● Focus on advanced vocabulary strategies ● Focus on read, discuss, read for close reading strategies
		Student scores Level 1 or 2 on the current FSA/ELA assessment and fall in on the high end of the readability band as indicated by his or her score on the Spring 2018 Achieve3000 LevelSet. 7th grade (970L or above) 8th grade (1010L or above) 9th grade (1050L or above) 10th grade (1080L or above	The student is placed in the appropriate English course and provided additional support with high level vocabulary and comprehension strategies, as needed to support grade level standards.	Course Name: MJ Language Arts (6-8), If possible, place student with a teacher who is Endorsed or Certified in Reading, or who has completed 90 hours of NGCAR-PD or 150 hours of CAR-PD ● **Strategic Materials:** Differentiated online literacy instruction using non-fiction text. (Achieve3000) ● FSA resources available online from FLDOE ● Informational and literary texts (provided by the district) ● Vocabulary activities that strengthen vocabulary and comprehension (Greek and Latin roots by grade level) ● Strategies aligned to Language Arts Florida Standards (District Curriculum Guides) ● iReady Florida LAFS by Curriculum Associates

	Student scores Level 1 or 2 on the current FSA/ELA assessment and is approaching grade level, but below the high readability measure as indicated by his or her score on the Spring 2018 Achieve3000 LevelSet. 7th grade (630L-965L) 8th grade (665-1005L) 9th grade (780-1045L) 10th grade (835-1075L)	The student is placed in an intervention to provide additional support with comprehension, vocabulary acquisition, standard remediation, and writing in order to meet grade level standards.	**Course Name:** **Advanced Enrichment Reading** **Strategic Materials**: ● HMH Collections ● Informational and literary texts (provided in the program) ● Strategies aligned to Language Arts Florida Standards (District Curriculum Guides) ● Differentiated online literacy instruction using non-fiction text (Achieve 3000) ● FSA resources available online from FLDOE ● Informational and literary texts (provided by the district)

| | | Student scores Level 1 or 2 on the current FSA/ELA assessment and falls far below grade level as indicated by his or her score on the Spring 2018 Achieve3000 LevelSet.

6th grade (555L or below)
7th grade(625L or below)
8th grade (660L or below)
9th grade (775L or below)
10th grade (830L or below) | The student is placed in an intervention to provide additional support with decoding and comprehension to access grade level standards. | **Course Code:**
Intensive Reading 1000410

Strategic Materials:
● Rewards (7-8)
● Strategies aligned to Language Arts Florida Standards (District Curriculum Guides)
● Differentiated online literacy instruction using non-fiction text. (Achieve300).
● FSA resources available online from FLDOE
● Informational and literary texts (provided by the district)
● iReady LAFS by Curriculum Associates
● Leveled Literacy Intervention (LLI) |

Note: If , at any point in intervention efforts, students do not respond to a specific reading intervention with the initial intensity (time and group) provided, teachers will select a different mode of intervention including additional texts, online resources, and intervention recommendations that are a part of the teacher's materials. Reading coaches will be utilized to assist with interventions when possible. Group size will be reduced and the amount of time for interventions will be increased. Before or after school tutoring will be provided. If necessary, MTSS documentation will be initiated.

Screening Assessments	Dates	If	Then	Intervention and Materials
FSA ELA **Achieve 3000 Level Set**	Spring, 2018 Winter, 2019	9th and 10th Grade student scores Level 1 or 2 on the current ELA assessment and fall in on the high end of the readability band as indicated by his or her score on the Spring 2018 Achieve3000 LevelSet. 9th grade (1050L or above) 10th grade (1080L or above)	The student is placed in the appropriate English course and provided additional support with high level vocabulary and comprehension strategies, as needed to support grade level standards.	Course Name: Language Arts (9-12), If possible, place student with a teacher who is Endorsed or Certified in Reading, or who has completed 90 hours of NGCAR-PD or 150 hours of CAR-PD **Strategic Materials:** Differentiated online literacy instruction using nonfiction text. (Achieve300) ● FSA resources available online from FLDOE ● Informational and literary texts (provided by the district) ● Vocabulary activities that strengthen vocabulary and comprehension (Greek and Latin roots by grade level) ● Strategies aligned to Language Arts Florida Standards (District Curriculum Guides) ● Focus on read, discuss, read for close reading strategies
		9th and 10th Grade student scores Level 1 or 2 on the current ELA assessment and is approaching grade level, but below the high readability measure as indicated by his or her score on the Spring 2018 Achieve3000 LevelSet. 9th grade (780-1045L) 10th grade (835-1075L)	The student is placed in an intervention to provide additional support with comprehension, vocabulary acquisition, standard remediation, and writing in order to meet grade level standards.	**Course Name:** **Advanced Enrichment Reading** **Strategic Materials**: ● HMH Collections ● Informational and literary texts (provided in the program) ● Strategies aligned to Language Arts Florida Standards (District Curriculum Guides) ● Differentiated online literacy instruction using non-fiction text (Achieve 3000) ● FSA resources available online from FLDOE ● Informational and literary texts (provided by the district)

		9th and 10th Grade student scores Level 1 or 2 on the current ELA assessment and falls far below grade level as indicated by his or her score on the Spring 2018 Achieve3000 LevelSet. 9th grade (775L or below) 10th grade (830L or below)	The student is placed in an intervention to provide additional support with decoding and comprehension to access grade level standards.	**Course Code:** Intensive Reading 1000410 **Strategic Materials:** ● Strategies aligned to Language Arts Florida Standards (District Curriculum Guides) ● Differentiated online literacy instruction using non-fiction text. (Achieve300). ● FSA resources available online from FLDOE ● Informational and literary texts (provided by the district)
FSA ELA	Retake Spring, 2018 Retake Fall 2018	11th and 12th grade student scores Level 1 or 2 on FSA retakes and who has not earned a concordant score on the ACT or SAT	This student is placed in an intervention course that focuses on ACT/SAT preparation.	**Course Code:** Intensive Reading 1000410 : **Strategic Materials** ● ACT/SAT preparation materials ● Strategies aligned to Language Arts Florida Standards (District Curriculum Guides) ● FSA resources available online from FLDOE ● Informational and literary texts (provided by the district)

Note: If, at any point in intervention efforts, students do not respond to a specific reading intervention with thie initial intensity (time and group) provided, teachers will select a different mode of intervention including additional texts, online resources and intervention recommendations that are a part of the teacher's materials. Reading coaches will be utilized to assist with interventions when possible. Group size will be reduced and the amount of time for interventions will be increased. Before or after school tutoring will be provided. If necessary, MTSS documentation will be initiated.

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:** Clay County District Schools
2. **Contact name for schools covered on this plan:** Terry Connor
3. **Contact phone number:** 904-336-6904
4. **Contact email:** terrence.connor@myoneclay.net
5. **Schools covered by this plan:** Charles E. Bennett Elementary School

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:** 8:20
2. **School dismal time:** 2:50.
3. **Total number of instructional minutes per day:** 1710 Grades K-5, 1810 Grade 6
4. **Minutes per day of reading instruction (must be at least 150):** 174 Grades K-5, 150 Grade 6

Section 3. Instructional Design

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

   Students complete the i-Ready Diagnostic during the earliest days of school. Those results will provide teachers with additional information on where students are specifically excelling. Using that data, coupled with FSA data, teachers will develop lessons for those students to be delivered in small group sessions. Additionally students are provided online learning opportunities with Achieve3000. This program provides students with passages aligned with their individual reading levels. Teachers can use these passages to confer with students about where they are in growing their reading skills and reading to learn in content areas.

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.**

   Currently the district is reviewing raw VAM scores as suggested by our Differentiated Accountability specialist, Cassandra Brusca. Evaluations from 17-18 are being reviewed to determine that staff working with our most struggling readers are highly effective.
   Additionally a plan is being generated to encourage/incentivize teachers to pursue their reading endorsement through our district reading endorsement program.

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.**

   Students identified as reading below grade level receive instruction with the research-based program Leveled Literacy Intervention daily (LLI).   LLI is a scripted intensive intervention program delivered in small group settings (5-6 students). LLI provides explicit instruction in phonics and phonemic awareness, comprehension, vocabulary, fluency, and writing. Students are assessed using the Developmental Reading Assessment (DRA) to determine appropriate placement in the program. During the 2017-18 school year, LLI was delivered to 2106 Title I students. By mid-year of 2017-18 542 Title I students across the district met or exceeded grade level expectations following four months of LLI instruction.

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

   Students complete the i-Ready diagnostic that provides teachers with detailed information regarding each students reading deficit. Each student is then prescribed an individualized online learning path. Additionally, i-Ready provides specific lessons that target deficits with three - five intensive lessons. Teachers are able to create small groups and provide differentiated instruction based on the current needs of those students. Progress is monitored throughout the year with two additional diagnostics
   and five growth monitoring checks.

   Students also complete an Achieve 3000 Level Set to identify their Lexile Level. Teachers assign nonfiction articles.

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.**

   For grades K-3, all students receive instruction in Systematic Instruction in Phonological Awareness, Phonics and Sight words (SIPPS). Students that need additional support receive Leveled Literacy Intervention (LLI). LLI is a scripted intensive intervention program delivered in small group settings (5-6 students). LLI provides explicit instruction in phonics and phonemic awareness, comprehension, vocabulary, fluency, and writing.

   For grades 4-6, students will receive instruction in Plus Rewards which targets phonemic awareness, phonics, fluency, vocabulary, and comprehension for older students.

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.**

   Students receive instruction using Document Based Questions (DBQ) which is evidence-based, argument writing and Achieve3000 articles which are heavily based in science, social studies and mathematics. Specific Text Sets have been selected by district specialists to target nonfiction topics that align with the Florida Standards and Nat Geo standards for science that Clay County students continue to struggle with.