

Gadsden 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: Tammy McGriff
Contact Email: mcgriff@gcpsmail.com
Contact Telephone: 850-627-9651

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	33	34	30	38	35	38	39

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	39	40	39	42	48	50	52

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
						10	9
White/African American	13	12	12	11	14		
White/Hispanic	13	12	8	7	8	7	6
Economically Disadvantaged/Non-Economically Disadvantaged	8	7	10	7	7	6	3
Students with Disabilities/Students without Disabilities	26	25	25	22	28	21	19
English Language Learners/ Non-English Language Learners	14	9	13	9	10	3	1

* 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.

This allocation will fund two district-wide reading coach positions that will function as instructional specialists for reading at the elementary and secondary levels. The Reading Coaches will provide services to all schools, PreK-12, with extensive support to those designated as Differentiated Accountability (DA) schools and listed as Lowest 300 Elementary Schools. Services provided by the Reading Coaches will include (a) instructional support through learning walks to include modeling and coaching, (b) data collection, analysis, disaggregation and application for instructional practice, (c) provision and

identification of instructional resources aligned based on data, and (d) the development of standards-based curriculum guides and assessments. These positions will provide regular support to site-based reading coaches and teachers.

The state-mandated Summer Reading Camp for all third grade students scoring Level 1 on the FSA ELA will be funded through this allocation. Funding will support personnel, materials and supplies and transportation, when necessary. During the reading camp, student will receive intensive, differentiated, standards-based instruction, with a focus on the six components of reading. Highly effective teachers are recruited to serve as teachers during the Summer Reading Camp.

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?

Student progress monitoring data will be collected and reviewed by the Tammy McGriff Farlin, Area Director for Elementary Instruction, Dr. Sylvia Jackson, Area Director for Secondary Instruction and the District Reading Coaches.

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

The table below indicates which data will be analyzed to monitor students’ progress towards meeting the district goals.

Grade Level	Tool	Specific Data
Kindergarten – Grade 8	i-Ready Reading	<ul style="list-style-type: none"> • Diagnostic Report, Standards Mastery • Instructional Usage • Class Response to Instruction • Instructional Growth Report
Kindergarten – Grade 2	Star Early Literacy	<ul style="list-style-type: none"> • Screening Report • Growth Report • Instructional Planning (Student) • Progress Monitoring Report
Grades 3 - 8	Star Reading	<ul style="list-style-type: none"> • Screening Report • Growth Report • Instructional Planning (Student) • Progress Monitoring Report

		<ul style="list-style-type: none"> • State Standards (Student)
Grades 9 – 12	Unify (formerly Performance Matters) Star Reading	<ul style="list-style-type: none"> • Screening Report • Growth Report • Instructional Planning (Student) • Progress Monitoring Report • State Standards (Student)

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

Student progress monitoring data will be collected and reviewed monthly during curriculum meetings and bi-monthly during the Executive Management Team meetings.

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

The fidelity of implementation and provision of appropriate interventions will be ensured by the Tammy McGriff Farlin, Area Director of Elementary Instruction, Dr. Sylvia Jackson, Area Director of Secondary Instruction and the Districtwide Reading Coaches.

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?

Standards-based instruction in all classrooms is monitored by the Area Directors of Elementary and Secondary Instruction, to ensure fidelity.

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

The Area Directors of Instruction, Tammy McGriff Farlin and Dr. Sylvia Jackson, will require schools to maintain daily lesson plans, ELA curriculum maps, class schedules and monthly fluency records, as needed. Technology-driven supplemental resources, such as i-Ready and Accelerated Reader, will provide real-time data regarding alignment. Evidence will be reviewed monthly by the Districtwide Reading Coaches and during school support visits by the Area Directors. Data trends are discussed with school administrators and strategies are shared to replicate when student performance is positive or needs to be improved. Follow up on implementation of the strategies is conducted by school administrators.

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

Evidence will be collected monthly to ensure that grade-level standards are aligned to classroom instruction.

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

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

Professional Development

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

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

The Professional Learning Catalog is managed by the district's Director of Professional Learning, Dr. Ida Walker. The Director, working collaboratively with the Area Directors of Instruction and the districtwide Reading Coaches, is responsible for ensuring that all professional development activities funded through the Research-Based Reading Instruction Allocation is appropriately entered.

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

The total amount budgeted to support in-service activities is \$5000. Funding will be coordinated with federal and other state funds in order to maximize resources.

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

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

COURSE TITLE	COMPONENT NUMBER
Foundations of Reading Instruction	1-013-501 60
Application of Research-based Instructional Practices	1-013-502 60
Foundations of Assessments	1-013-503 60
Foundations & Applications of Differentiated Instruction	1-013-504 60

Demonstration of Accomplishment	1-013-505 60
Reading	1-013-001
Reading	1-105-011
Reading Instruction (Integrating a Multi-Sensory Approach for Students with Disabilities or other Diverse Learning Needs)	2-100-002
Reading Instruction (Integrating a Multi-Sensory Approach	2-013-002

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 job description that outlines the qualifications for reading/literacy coaches may be found at

<http://images.pcmac.org/Uploads/GadsdenCounty/GadsdenCounty/Divisions/DocumentsCategories/Documents/89A%20Reading%20Coach.pdf>

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

While there are no school-level reading/literacy coaches funded from this allocation, student performance data is used to determine which schools are served by the districtwide Reading Coaches, who are funded from the Research-Based Reading Instruction Allocation. The coaches support the school-level reading teachers and reading/literacy coaches in analyzing data, determining student reading needs, developing and implementing standards-based lessons, modeling effective strategies and monitoring student progress. Support will be provided proportionately to schools listed as the Lowest 300 and those identified as Comprehensive Support and Improvement (CS&I) and or Targeted Support and Improvement (TS&I).

- 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.**

School-level administration at each school has elected to identify school staff to support the reading/literacy needs at the school, as determined by student achievement data.

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

- a. Elementary:1.0
- b. Middle:0.5
- c. High:0.5

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

The effectiveness of reading/literacy coaches is measured by students' performance outcomes on Star Early Literacy, Star and FSA ELA.

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

The total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches is \$124,307.00.

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?

Two districtwide Reading Coaches will be funded through the Research-Based Reading Instruction Allocation. The Reading Coaches will support all schools, with priority given to schools on the Lowest 300 Elementary, CS&I and TS&I schools.

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.

Student performance data were reviewed to prioritize support and services to schools.

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?

There are no intervention teachers funded through the Research-Based Reading Instruction Allocation.

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

Supplemental instructional materials that may be purchased from the Research-Based Reading Instruction Allocation include leveled classroom libraries, Triumph's Learning Common Core Support, and Journey's Write-In Reader.

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

An estimated total amount to be expended from the allocation is \$5000.00.

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

The district will coordinate with general funds to provide the required intensive, explicit, systematic and multisensory interventions for students in grades K-3.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. SRC Supervisor Name: Sarah Knight

2. Email Address: knights@gcpsmail.com

3. Phone Number: 850-627-9651

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

Stewart Street Elementary School

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

a. Start Date: June 10, 2019

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

c. Number of instructional hours per day in reading: 5.5

d. End Date: July 18, 2019

e. Total number of instructional hours of reading: 110 hours

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

The district selects only teachers who are highly effective to serve as SRC instructors.

7. What is the anticipated teacher/student ratio?

The anticipated teacher/student ratio is 12:1.

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

The Summer Reading Camp will run concurrent with the 21st Century Community Learning Center Camp. Students in grades kindergarten through fifth are invited to participate in the 21st CCLC Camp.

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

The final determinant of mastery of standards for students enrolled in the Third Grade SRC will be their performance on the SAT10. In addition, the District will utilize Star as a pre/post assessment tool to document student progress towards proficiency. Progress monitoring will be conducted through i-Ready, using the third diagnostic results.

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	\$27,958.00
District expenditures on reading coaches	\$124,307.00
District expenditures on intervention teachers	\$0.00
District expenditures on supplemental materials or interventions	\$4,520.00
District expenditures on professional development	\$5,000.00
District expenditures on summer reading camps	\$60,000.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	\$83,369.00
Flexible Categorical Spending	\$0.00
Sum of Expenditures	\$305,154.00
Amount of district research-based reading instruction allocation for 2019-2020	\$305,154.00

APPENDIX A

Gadsden District Department of
Elementary and Secondary Curriculum and Instruction

Tammy McGriff Farlin, EdS
Area Director, Elementary Education



Sylvia Jackson, Ed.D.
Area Director, Secondary Education

Departmental Meeting

April 5, 2019

10:00 am – 12:00 noon

Meeting Goals: (1) Develop draft K12 Reading Plan that is systemic and aligns with SP&P, ELL Plan and District Strategic Plan. (2) Review applications of potential SRC instructors.

Agenda

1. District 2019-2020 K12 Reading Plan
 - a. 2018-19 Plan Review & Progress
 - b. Alignment with SP&P
 - c. Alignment with ELL

2. Summer Reading Camp Discussion
 - a. Review applications for potential candidates
 - b. Establish date for posting of advertisements for remaining positions
 - c. Establish timeline for next steps

3. Closing Comments

"Progress is impossible without change & those who cannot change their minds, cannot change anything."

~George Bernard Shaw

Mrs. Sarah Knight
Instructional Specialist, Reading

Mr. Abria Harris
Instructional Specialist, Math

Mr. Michael Franklin
Instructional Specialist, Math

Mr. Calvin Robinson
Instructional Specialist, Math

Mrs. Cheryl Ellison
Program Assistant

Mr. Roger P. Milton
Superintendent of Schools



Gadsden County Public Schools

Departmental Meeting

April 5, 2019

10:00 a.m. – 12:00 p.m.



Name (Please Print)	Signature	Title
Dr. Maria Pouncey		ESOL
Dr. Sylvia R. Jackson		Director
Tammy M Farlin		Area Director
Abria Harris		Specialist
Sarah Knight		Specialist - Reading
Ida Walker		Director, Professional Learning
Cheryl Ellison		Administrative Assistant
LaClarence Mays		Budget Manager
Darlean Thomas		Admin Sec Con.

**CURRICULUM & INSTRUCTION DEPARTMENT
K12 READING PLAN/CURRICULUM REVIEW**

APRIL 12, 2019

AGENDA

- 1. REVIEW OF DRAFT K12 READING PLAN**
 - OVERVIEW/DISCUSSION OF COMPONENTS
 - ALIGNMENT TO DISTRICT STRATEGIC CONTINUOUS IMPROVEMENT PLAN
 - ALIGNMENT WITH PREKINDERGARTEN STANDARDS
- 2. CURRICULUM PRESENTATION (PREKINDERGARTEN)**
- 3. QUESTIONS & NEXT STEPS**





CURRICULUM & INSTRUCTION DEPARTMENT

K12 READING PLAN/CURRICULUM REVIEW

APRIL 12, 2019



Name (Please Print)	Signature	Title
Lakysha Perkins	Lakysha Perkins	F.S. Coordinator
Carolyn Hardin	Carolyn Hardin	Supervisor
Sharon S. Gainous	Sharon S. Gainous	Resource Teacher
Cynthia Hayes-Riley	Cynthia Hayes-Riley	Ed. Coord.
Ruth Hinson	Ruth Hinson	Teacher
Latyer Hankerson	Latyer Hankerson	Assistant Principal
Carlie Harris	Carlie Harris	Assistant Principal
Sarah Knight	Sarah Knight	Instructional Specialist
Tammy M. Farlin	Tammy M. Farlin	Area Director, Elem
Ronald Baker	Ronald Baker	Principal
Katonya Rollins	Katonya Rollins	Reading Coach
Cheryl Ellison	Cheryl Ellison	Program Assistant

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;

Chart DT1 Elementary (K – 5) Identification /Intervention Decision Tree

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
GRADE K – 2	<p><u>STAR EARLY LITERACY (FL & District)</u> <i>Assessment Period 1</i> AUGUST/SEPTEMBER 2019</p> <p><i>Assessment Period 2</i> DECEMBER 2019</p> <p><i>Assessment Period 3</i> APRIL 2020</p> <p><u>I-READY DIAGNOSTIC</u> <i>Assessment Period 1:</i> AUGUST 2019</p> <p><i>Assessment Period 2:</i> JANUARY 2020</p> <p><i>Assessment Period 3:</i> APRIL 2020</p>	<p>IF Students have a scale score of [Grade K: 497 – 529; Grade 1: 603 – 562; Grade 2: 561 – 500] on the STAR Early Literacy or score in Profile 5 on the i-Ready Diagnostic, the overall reading is on or above level.</p> <p>Students have a scale score of 438 – 496 on the STAR Early Literacy or score in Profiles 3 or 4 on the i-Ready Diagnostic, students need intervention.</p>	<p>THEN Benchmark Zone Teachers will provide Tier 1 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida Standards.</p> <p>Intervention Zone Data here shows that students are not progressing adequately. Parents will receive a letter regarding their students’ performance.</p> <p>Teachers will provide Tier 1 and Tier 2 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text</p>	<p>Students meeting or exceeding expectation will continue to utilize the district’s core reading program, <u>Journey’s</u>, with small group instruction provided based on students’ needs.</p> <p>Based on data from the STAR Early Literacy Report and i-Ready diagnostic, students scoring in this zone will receive daily online i-Ready instruction in the lab, small group instruction in the classroom based on the child’s performance using Peer-Assisted Learning Strategies (PALS) and regularly scheduled Accelerated Reader sessions. Tier 2 intervention will be</p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
		<p>Students have a scale score of 437 and below on the STAR Early Literacy and score in Profiles 1 or 2 on the i-Ready Diagnostic; students have an urgent need for intervention.</p>	<p>and master Florida Standards.</p> <p>Urgent Intervention Zone</p> <p>Data here shows that students are not progressing adequately. Parents will receive a letter describing the child’s performance.</p> <p>Teachers will provide Tier 1, Tier 2, and Tier 3 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida Standards.</p>	<p>documented in <i>Course Codes 5010041, 5010042 and 5010043.</i></p> <p>Based on data from the STAR Early Literacy Report and i-Ready Diagnostic, students scoring in this zone will be identified as having a substantial reading deficiency and will receive Tier 3 instruction that includes intensive, explicit, systematic, and multisensory reading interventions (such as read alouds, word building activities, etc.). Instruction will include activities that employ visual, auditory and or kinesthetic modalities, such as combining movement with speech, where students move sentences around to make paragraphs. The</p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
GRADES 3 – 5		<p>IF Students have a percentile score at 40 and above on STAR Reading, score in Profile 5 on i-Ready Diagnostic and score Levels 3 – 5 on FSA-ELA, the overall reading is on or above grade level.</p>	<p>THEN Benchmark Zone</p>	<p>school will 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 reading deficiency and initiate intensive reading interventions; an additional 20 to 30 minutes of explicit reading intervention in addition to the 90 minute block. This time may be provided in the lab or classroom daily. Tier 3 intervention will be documented in <i>Course Codes 5010020</i>. Teachers will use the Instructional Grouping Profile to determine areas of strengths and weaknesses to target instruction in phonological awareness, phonics, high-frequency words, and vocabulary. Students will also participate in regularly</p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
	<p><u>STAR READING</u> <i>Assessment Period 1</i> AUGUST/SEPTEMBER 2019</p> <p><i>Assessment Period 2</i> DECEMBER 2019</p> <p><i>Assessment Period 3</i> MARCH 2020</p> <p><i>Assessment Period 4</i> MAY 2020</p>	<p>Students have a percentile score of 25 - 39 on STAR Reading, score in Profiles 3-4 on i-Ready Diagnostic and score Level 2 on FSA-ELA, students need intervention because they have on-level phonics, limited to moderate vocabulary and low comprehension.</p>	<p>Provide Tier 1 instruction using core reading program with emphasis on skills needed to successfully master Florida Standards by the end of the year. Students will also participate in regularly scheduled Accelerated Reader (AR) sessions.</p> <p>Intervention Zone Data here shows that students are not progressing adequately. Parents will receive a letter describing the child's deficiency.</p> <p>Teachers will provide Tier 1 and Tier 2 instruction using the core reading program with emphasis on skills needed to successfully</p>	<p>scheduled Accelerated Reader sessions.</p> <p>Students meeting or exceeding expectation will continue to utilize the district's core reading program, <u>Journey's</u>, with small group instruction provided based on students' needs.</p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
	<p><u>I-READY DIAGNOSTIC</u> <i>Assessment Period 1:</i> OCTOBER 2019</p> <p><i>Assessment Period 2:</i> JANUARY 2020</p> <p><i>Assessment Period 3:</i> MAY 2020</p> <p>FSA-ELA February – May, 2020</p>	<p>Students have a percentile score of 24 and below, score in Profiles 1 or 2 on i-Ready Diagnostic or score Level 1 on FSA-ELA, students have an urgent need for intervention because they have below-level phonemic awareness, phonics and limited vocabulary.</p>	<p>read grade level text and master Florida Standards by the end of the year. Students will also participate in regularly scheduled Accelerated Reader (AR) sessions.</p> <p>Urgent Intervention Zone</p> <p>Data here shows that students are performing 1-2 grade levels below and not making adequate progress. Parents will receive a letter describing the child’s deficiency.</p> <p>Teachers will provide Tier 1, Tier 2, and Tier 3 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida</p>	<p>Based on data from the FSA-ELA Assessment, STAR Reading and i-Ready diagnostics, students scoring in this zone will receive Tier 2 instruction to include daily on-line i-Ready instruction in the lab and small group intensive instruction in the classroom with emphasis on vocabulary and comprehension, utilizing Peer-Assisted Learning Strategies (PALS). <i>Course code to document the intervention is 5010044, 501045, and 501046.</i></p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
			Standards by the end of the year. Students will also participate in regularly scheduled Accelerated Reader (AR) sessions.	Based on data from the STAR Early Literacy Report and i-Ready Diagnostic, students scoring in this zone will be identified as having a substantial reading deficiency and will receive Tier 3, <i>documented by enrollment in Course Code 5010020</i> , with instruction that includes intensive, explicit, systematic, and multisensory reading interventions (such as read alouds, word building activities, etc.). Instruction will include activities that employ visual, auditory and or kinesthetic modalities, such as combining movement with speech, where students move sentences around to make paragraphs. The school will not wait for

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
				<p>a student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive reading interventions; an additional 20 to 30 minutes of explicit intervention in addition to the 90 minute block. This time may be provided in the lab or classroom daily. Targeted instruction will be provided on phonological awareness, phonics, high-frequency words, and vocabulary.</p>

CHART DT2 – MIDDLE (6-8) IDENTIFICATION/INTERVENTION DECISION TREE

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
FSA ELA	April/May 2019	Student scores Level 1	Student scores on i-Ready, STAR Reading, and standards-based assessments are reviewed.	<p>Teachers will provide Tier 3 instruction with emphasis on skills and strategies needed to successfully close the achievement gap. Students will be provided grade level texts to demonstrate mastery of the Florida Standards. Materials and interventions that may be used during small group instruction to provide reading intervention and cognitive challenges include the following:</p> <ul style="list-style-type: none"> • Targeted, intensive reading instruction in deficient areas provided by reading endorsed and or certified teacher(s) in a small group setting during (Course Code 100010); • 45 minutes of instruction per their instructional path; • Participation in the Accelerated Reader 360 Program; and • STAR Reading Instructional Planning Report
		Student scores Level 2	Student scores on i-Ready, STAR Reading, and standards-based assessments are reviewed.	Teachers will provide Tier 1 and Tier 2 instruction with emphasis on skills and strategies needed to successfully close the achievement gap. Students will be provided grade level texts to demonstrate mastery of the Florida Standards. Materials and interventions that may be used during small group instruction to provide reading

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
				intervention and cognitive challenges include the following: <ul style="list-style-type: none"> • Targeted instruction in deficient areas provided by reading endorsed and certified teacher(s); • 45 minutes of instruction per their instructional path; • Participation in the Accelerated Reader 360 Program; and • STAR Reading Instructional Planning Report
i-Ready Diagnostic	August 2019 January 2020 April 2020	Student scores in Profiles 1 or 2 on i-Ready Diagnostic, students have an urgent need for intervention because they exhibited below-level phonemic awareness, phonics and limited vocabulary.	Data shows that students are performing 2 or more grade levels below and not making adequate progress. Parents will receive a letter in reference to the student's performance. Teachers will provide Tier 1, Tier 2, and Tier 3 instruction with emphasis on skills and strategies needed to successfully close the achievement gap. Students will be provided grade level texts to demonstrate mastery of the Florida Standards.	Students scoring in this zone will <ul style="list-style-type: none"> • receive Tier 3 instruction in a small group setting during (Course Code 1000010); • be provided instruction based on the instructional grouping profile to determine areas of strength and weaknesses to target instruction in phonics, vocabulary and comprehension and • receive a minimum of 45 minutes or more of on-line instruction each week. <p>Qualifications Teachers selected to provide instruction will have the following: 1) Bachelor's Degree from an accredited university; 2) Reading</p>

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
				Endorsed or Reading Certified; and 3) Demonstrated success with at-risk students.
		Student scores in Profiles 3 or 4 , student needs intervention because they exhibited on-level phonics, limited to moderate vocabulary and low comprehension	Data shows that students are not progressing adequately. Parents will receive a letter in reference to the student's performance. Teachers will provide Tier 1 and Tier 2 instruction using grade level text to demonstrate mastery of the Florida Standards.	Students scoring in this zone will <ul style="list-style-type: none"> • Receive targeted instruction in deficient areas provided by reading endorsed and certified teacher(s) in Course Code 1001010; • Receive a minimum 45 minutes of instruction per their instructional path; • Participate in the Accelerated Reader 360 program; and • Receive differentiated small group instruction as needed.
		Student scores in Profile 5 , the	Teachers will provide Tier 1 instruction using grade level	Students will maintain enrollment or be enrolled in Course Code 1001020. Student

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
		overall reading is on or above grade level.	texts to maintain mastery of the Florida Standards.	progress will continue to be monitored, providing support through small group push-in/pull-out in areas requiring intervention based on Star Reading assessments.
STAR Reading	August 2019	Student scores at or above the 40 th percentile	Student is performing at and/or above the required benchmark.	Students will maintain enrollment or be enrolled in Course Code 1001020. Student progress will continue to be monitored, providing support through small group push-in/pull-out in areas requiring intervention based on Star Reading assessments.
	December 2019			
	May 2020	Student scores between the 21 st and the 39 th percentile	Student scores indicate the need for interventions and/or remediation.	Students will receive reading interventions via differentiated instruction based on STAR Reading data.in Course Code 1001010
		Student scores at or below the 20 th percentile	Student scores indicate the need for urgent intervention and/or remediation.	Students will receive reading interventions via differentiated instruction based on STAR Reading data. They will receive Tier 3 instruction in a small group setting during (Course Code 1000010);.
<p><i>For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Progress monitoring will be done through the online i-Ready resource. Teachers will utilize the Diagnostic Report, Class Response to Instruction, and Instructional Growth Report to monitor progress. Three district-wide progress monitoring sessions will be administered in August, December and May, utilizing Star Reading. The Screening Report, Progress Monitoring Report, Growth Report and Instructional Planning Report will be used to monitor progress.</i></p>				

CHART DT3 – HIGH (9 - 12) IDENTIFICATION/INTERVENTION DECISION TREE

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
<p>FSA ELA</p> <p>STAR Reading</p>	<p>April/May 2019</p> <p>August 2019</p> <p>January 2020</p> <p>April 2020</p>	<p>Student scores Level 1 on FSA-ELA</p>	<p>Students are 2 or more years below grade level, have an urgent need for intervention and not progressing adequately.</p>	<p>Teachers will provide Tier 3 instruction. Materials and interventions that may be used include the following:</p> <ul style="list-style-type: none"> • Parents will receive a letter describing the child’s deficiency • Student will be scheduled into an intensive reading course (<i>Course Code: 1000410</i>) • Targeted, intensive reading instruction provided by Reading Endorsed/Certified teacher(s) • 45 minutes of online instruction per week utilizing students’ instructional path. • Participation in MyOn, a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each individual student's interests, grade and Lexile® reading level. <p>Student progress is monitored consistently based on responses and overall scores for activities. Progress monitoring will include data from the Star Reading Screening Report, Growth Report and Instructional Planning</p>

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
				<p>Report. STAR Reading will be administered three times per year.</p> <p>Qualifications: Teachers selected for the Intensive Reading course will have the following: 1) Bachelor’s Degree from an accredited university; 2) Reading Endorsed or Reading Certified; and 3) Success with at-risk students.</p>
		<p>Student scores Level 2 on FSA – ELA</p>	<p>Students are not progressing adequately. Teachers will provide Tier 1 and Tier 2 instruction using the core reading program.</p>	<p>Students will</p> <ul style="list-style-type: none"> • receive additional instruction using the Close Reader and Level-Up Tutorials to support Tier 1 instruction using the core program • receive instruction with emphasis on vocabulary and comprehension and skills and strategies needed to successfully read grade level text and master Florida Standards during the ELA courses (<i>Course Codes 1001310, 1001340, 1001370 and 1001400</i>) • Parents will receive a letter describing the child’s deficiency. <p>Student progress is monitored consistently based on responses and overall scores for activities. Progress monitoring will include data from the Star Reading Screening Report,</p>

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
		Students have a score of Level 3 – 5 on FSA-ELA the overall reading is on or above level	Teachers will provide Tier 1 instruction using core reading program with emphasis on the skills and strategies needed to successfully read grade level text and master Florida Standards.	Growth Report and Instructional Planning Report. Students will maintain enrollment or be enrolled in an enrichment course (<i>Course Codes 1001320, 1001350, 1001380 and 1001410</i>). Dual enrollment will also be available and encouraged.
<p><i>For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Progress monitoring monthly through Acheive3000. Three district-wide progress monitoring sessions will be administered in August, January and April.</i></p>				

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:** Gadsden
- 2. Contact name for schools covered on this plan:** Valencia Denson, Principal
- 3. Contact phone number:** 850-662-2080
- 4. Contact email:** densonv@gcpsmail.com
- 5. Schools covered by this plan:** Chattahoochee 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:** 8:40 a.m.
- 2. School dismissal time:** 3:40 p.m.
- 3. Total number of instructional minutes per day:** 360 minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 160 minutes

Section 3. Instructional Design

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

Chattahoochee Elementary is a PreK-5th grade school that provides enrichment in English Language Arts to level 4 or level 5 students through various programs such as iReady, STAR and Accelerated Reader. Also, students read level readers that are cross-curricular text.

- 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.**

All teachers and specialists are evaluated through an approved Gadsden County Instructional Evaluation Model. Efforts are made to ensure that all personnel providing

reading instruction have an effective or higher evaluation rating. However, when there is an area of concern a mentor/veteran teacher is there to provide support and address any needs. The intensive reading block of instruction consists of implementation of supplemental materials that are aligned to the Florida Standards. The district has assigned an Instructional Specialist for Reading to support the students and teachers at CES. The Instructional Specialist will provide modeling to ensure effective strategies are being implemented.

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

The intensive reading instruction in the additional hour uses a plethora of research-based programs. Renaissance Accelerated Reader 360, STAR reading, STAR Early Literacy and i-Ready are used to assess, monitor and accelerate student reading. The results of student performance are used to differentiate instruction that is geared to specific needs of students. Small group instruction is utilized to provide students with similar difficulties additional support from the teacher. Kindergarten through fifth grade has implemented the Phonics for Reading curriculum. This curriculum is researched-based that provides explicit instruction in phonics, as well as phonemic awareness, fluency and comprehension. Also, Ready LAFS is used to help develop sound skills and strategies for reading comprehension. Additional resources include, but are not limited to, Journeys Write-In Reader, FOCUS and Ready Teacher Toolbox. For the 2019-2020 school year, the school level reading coach, ESE resource teacher and trained volunteers will provide additional support to students during the additional hour. Additionally, implementation will be monitored to ensure fidelity. These strategies, with implemented with fidelity and monitored frequently, proved to be effective in helping one of the district's elementary schools move from the L-300 list.

- 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.**

The extra hour will be used to differentiate instruction for all students at Chattahoochee Elementary School. Ready ELA curriculum is used in concurrence with the state-adopted reading curriculum, Journeys. Planning for instruction is based on screening information (FSA, iReady and STAR). iReady Reading Diagnostic and STAR Literacy Test are administered to all students in grades K-5 three times a year. The data is used to determine the area of need for each individual student and is used to help inform small group instruction based on the area of need. Teachers use the iReady Intervention Tool Kit and print materials to target and identify specific reading intervention needs (phonemic awareness, phonics, fluency). Chattahoochee Elementary School is also using the Elements of Reading program to supplement vocabulary instruction contained in the

Core Reading program for grades K-3. This program provides students with high-impact and meaningful instruction in vocabulary. Teachers and Leadership team members discuss all data listed above during grade group meetings to ensure that the needs of students are being met.

- 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.**

During the extended reading block, students receive instruction in foundational skills using the Phonics for Reading instructional program. The research-based program provides a scripted format and leads teachers and students through guided practice to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, appropriate for each grade level from Kindergarten through 5th grade. In addition, Ready ELA is used to support additional opportunities for standards-based comprehension instruction. Intensive instruction is determined based on i-Ready Diagnostic Assessment and Star reports that help to identify the students' greatest deficits as it relates to phonemic awareness, phonics, fluency, vocabulary, and comprehension. The school administrator and Instructional Coach monitor teacher lesson plans, implementation, and student work samples. Students' responses to interventions are discussed weekly during planning meetings to determine next steps.

- 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.**

Social Studies text is integrated during the additional hour of reading instruction through the use of Ready ELA and Social Studies Weekly. The lessons engage students in text-based discussions around the content and text-based written responses based on the content knowledge gained from the text. Teachers will receive instructional support from the District Instructional Specialist and School instructional Coach throughout the school year in order to ensure that they are using the most effective teaching strategies integrated into the core content areas. In the area of Science, students receive instruction through the adopted core science curriculum, HMH Florida Science. The curriculum presents not only on-grade level text but emphasizes comprehension through a variety of summarizing strategies and vocabulary development. Teachers are encouraged to make explicit connections between topics and vocabulary taught in core subjects for the additional hour of reading instruction.

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:** Gadsden
- 2. Contact name for schools covered on this plan:** Lisa Robinson, Principal
- 3. Contact phone number:** 850-627-3145
- 4. Contact email:** robinsonl@gcpsmail.com
- 5. Schools covered by this plan:** Stewart Street 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:** 9:00 a.m.
- 2. School dismissal time:** 4:00 p.m.
- 3. Total number of instructional minutes per day:** 360 minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 150 minutes

Section 3. Instructional Design

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

Students who earned level 4 or level 5 on the statewide standardized English Language Arts assessment for the 2018-2019 school year will be afforded enrichment activities to ensure meaningful experiences will support acquisition of knowledge. Leveled readers, computer-assisted instruction (iReady and Accelerated Reader), and wide-reading opportunities from cross-curricular text and various genres that will expound comprehension and vocabulary.

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.

All teachers and reading specialists are evaluated annually utilizing the state and School Board approved Gadsden County Instructional Evaluation System. Every effort is made to ensure that teachers assigned to providing instruction in reading, are those whose evaluation reflect that they are “Effective” or higher. Because of the critical shortage of teachers, in the event that a teacher is assigned who is less than “Effective”, mentor teachers are assigned to those teachers. The mentor teachers provide the support necessary to ensure that instruction is aligned with Florida standards and students’ needs are addressed. The intensive reading block of instruction consists of the implementation of supplemental reading curricula that are aligned with Florida Standards and geared toward improving students’ knowledge and comprehension of reading skills.

Teachers in grades kindergarten through second implement Phonics for Reading. This curriculum reinforces phonics, phonological awareness and fluency for students in primary grades. Students are able to differentiate letter sounds, understand spelling patterns, and use vocabulary to make connections.

Teachers in grade third through fifth implement Florida Ready ELA, Journeys’ Write in Reader and Leveled Readers during small group of tiered instructions. The students receive rigorous interventions to meet their specific learning needs. In addition, teachers facilitate FCIM to monitor the students’ progress and to make informed decisions about student learning. Our Reading Resource Teacher/Reading Intervention Teacher provides regular pull-outs necessary to meet the needs of our students with deficiencies in reading. The district reading specialist conducts weekly learning walks to monitor and support teachers.

All of the students are engaged in an interactive reading program called i-Ready. i-Ready delivers differentiated instructions to address students’ individual needs.

Each program is research-based and provides interventions that target students’ areas of deficiency and to close the learning gaps in achievement.

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.

Renaissance Learning (Accelerated Reading, Star Early Literacy and Star Reading) and i-Ready LAFS are research-based programs used to provide instruction to students who exhibit reading deficiencies. These programs have embedded within, diagnostic tests, which are used to determine focus areas and provide students with remediation of skills based on individual needs. After diagnostic testing is completed, students are supplied

with instructional routines that monitor their reading performance. Progress monitoring, scaffold through mini assessments and quizzes, are used to decide next steps of instructions and/or remediation based on student mastery.

The strategies and programs were employed during the 2018-2019 school year. The school maintained proficiency in reading of 42% in 2018 to 42% in 2019, based on the FSA – ELA. Additionally, for the students in the Lowest 25th percentile, there was an improvement from 66% in 2018 to 68% in 2019. We attribute the improvement on FSA to the implementation of both small group instruction, Renaissance Learning products and i-Ready resources.

- 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.**

Differentiated instruction of intensive reading is driven by students’ individual data from previous year FSA ELA scores and the following diagnostic assessments provided at the beginning of the year: Journeys Reading, Ready LAFS, and Renaissance Learning (Accelerated Reading, Star Early Literacy and Star Reading). Tiered instruction is delivered based on students’ needs, and improvement of reading deficiencies are tracked through progress monitoring such as classroom formative assessments, i-Ready Standard Mastery assessments and district reading assessments.

School administrators and the reading coach/specialist conduct weekly learning walks to monitor instruction and support teachers. Weekly data meetings are held with each grade level team, school administrators and reading coach/specialist. After data is disaggregated, decisions are made regarding whether instructional practices should be adjusted. When necessary, professional development is provided to the classroom teacher, including but not limited to in-class modeling.

District administrators regularly monitor school data from Star Early Literacy, Star Reading and i-Ready in order to gauge the effectiveness of support being provided.

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

The Response to Intervention framework ensures that students are provided explicit and systematic reading instruction to enhance the development of foundational skills of reading. Teachers are able to implement research-based instruction and strategies to bridge gaps in learning by focusing on the skills students are experiencing difficulty. Tiered learning allows differentiation and support individualized learning, so that each learner experiences success. Small group instruction is utilized to ensure targeted

assistance. Stewart Street will utilize *Write-In Reader*, which supplements the core reading program by preteaching and reteaching core skills and vocabulary to help below-level readers. For additional practice and to improve reading, students will utilize Accelerated Reader. Progress will be monitored through Star Early Literacy and Star Reading.

- 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.**

During the reading block, Leveled Readers from the core math and science curriculum support intensive reading instruction. Additionally, core instructional resources such as *Social Studies Weekly* help to focus on informational text vocabulary, comprehension skills, and responsive writing. Informational text, such as found in the core curricular resource, *Social Studies Weekly*, is integrated into the reading block. Teachers can plan and develop lessons that are interrelated from different content areas. Teachers explicitly teach and model for students, ways to monitor their thinking as they read the informational texts from social studies, science and mathematics. Students learn strategies that help them become better readers, reflecting on what they are understanding. Small group instruction, when appropriate, allow students to practice when and how to apply appropriate strategies to help them understand what they read and how to move towards comprehending when they struggle.