

Bradford 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: Sherree Alvarez

Contact Email: alvarez.sherree@mybradford.us

Contact Telephone: (904) 966-6816

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	40	41	38	43	41	45	46

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	41	43	40	45	46	47	48

State Achievement GEvaps 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	*	28	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	26	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	26	*	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	22	22	20	20	23	18	16
White/Hispanic		0		0	2	0	0
Economically Disadvantaged/Non-Economically Disadvantaged	18	17	17	15	20	13	11
Students with Disabilities/Students without Disabilities	28	26	29	24	29	22	19
English Language Learners/ Non-English Language Learners		0		0	0	0	0

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

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

The expenditures from the allocation are utilized to impact student achievement by providing professional development, Reading Coaches and Reading Intervention Teachers. The professional development supports teachers in acquiring the knowledge and skills to become better reading teachers. The reading coaches provided embedded classroom support, individualized professional development, and data analysis support to help strengthen teachers' knowledge and delivery. They are also responsible for helping to monitor student growth and determine instructional needs. The reading intervention teacher instructs the

students who are deficient in reading. They are responsible for identifying students needs and providing instruction that meets the needs and closes the achievement gap. In relation to the goals, each of these expenditures provides the support for teachers and/or students so that students can continue to improve which will impact the student achievement gap.

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 Elementary Coordinator for Instruction and Learning (also the K-12 Reading Plan contact) is responsible for collecting and reviewing student progress monitoring data for grades K-12. The Secondary Coordinator for Instruction and Learning is co-responsible for collecting and reviewing student progress monitoring data for grades 6-12.

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

For the 19-20 School Year, the District will use data from Renaissance STAR / STAR Early Literacy to track progress towards district goals for all grades K - 12.

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

The student progress monitoring data will be collected and reviewed by the district at the beginning of the school year and at the end of each 9 weeks.

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

The Elementary Coordinator for Instruction and Learning and the ESE/MTSS Director is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions for grades K-5. The Secondary Coordinator for Instruction and Learning and the ESE/MTSS Director is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions grades 6-12.

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 Coordinator for Instruction and Learning (also the K-12 Reading Plan Coordinator) is responsible for ensuring classroom instruction is aligned to grade-level LAFS Standards for grades K-12. The Secondary Coordinator for Instruction and

Learning is co-responsible for ensuring classroom instruction is aligned to grade-level LAFS Standards for grades 6-12.

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

Pacing guides, curriculum maps, lesson plans, administrator observation data and progress monitoring reports on standards mastery will provide evidence that classroom instruction is aligned to grade-level FL Standards. For the 19-20 School year, two schools, Southside Elementary and Bradford Middle School will also be using LSI Standard's Tracker.

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

Pacing guides and curriculum maps will be collected/reviewed in September and January by the district. Lesson plans will be collected by principals each week.

- 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.

Since small, rural district level personnel are responsible for multiple areas, the following is a coordinated list of the required reviewers for the K-12 Plan and Decision trees

Barbara Johns - District ESE Director, District MTSS, and District ELL

Sherree Alvarez - District Director of Curriculum, K-12 Plan, School Assessment, and Accountability, Professional Development, and Federal Projects (Title 1, II, IV, V, and IX). Also coordinates with Pupil Progression for K - 12 with Assistant Superintendent.

David Harris - Assistant Superintendent - Pupil Progression Plan, Code of Conduct, Mental Health / School Safety

Evelyn Chastain - Elementary Coordinator / MIS Coordinator for Coding for Reading Intervention

All parties were in attendance at one or both of the Elementary and Secondary Curriculum Meetings where the review of the plan and decision trees took place.

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 Director of Teaching, Learning, and Curriculum (who is also the K12 Plan Director) is responsible for the district master inservice plan. The K-12 Reading Plan Director/Director of TLC will collaborate with NEFEC to incorporate any funded professional development from the Research-Based Instruction Allocation into the master inservice plan.

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

\$6,379.00 will be used from the Reading Allocation to fund Reading Endorsement fees and training stipends. Other professional development in reading is also being provided through the State Personnel Development Grant (SPDG), NEFEC partnerships, The University of Florida and FDLRS, Title II, Title I, and district curriculum coordinators, and district-based reading coaches.

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.

Event #80852 - 2-013-001 Dyslexia Experience and Learning Strategies

2-408-001 Multi-Sensory Strategies for Classroom Success

2-013-001 (also 2-100-018) Reading Difficulties, Disabilities, and Dyslexia
(20 hours online)

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.

<http://www.bradfordschools.org/human-resources/Instructional/ReadingCoach.pdf>

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

Bradford Middle School - 1.0 FTE

District Elementary Coach - 1.0 FTE (serves all 5 elementary schools--Brooker Elementary, Hampton Elementary, Lawtey Elementary, Starke Elementary, Southside Elementary) For the 19-20 school year, an increased focus of at least ½ time will be spend at Southside Elementary, the district's Low 300 Elementary School.

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

All district schools have significant deficits in reading data. The district elementary reading coach supports all schools with increased time allotted to the elementary school in the lowest 300 performing elementary schools.

BMS has many long-term subs and new teachers which requires more focused, immediate coaching support than can be accomplished by sharing one secondary coach.

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

Bradford Middle School - 1.0 FTE

District Elementary Coach - 1.0 FTE (serves all 5 elementary schools--Brooker Elementary, Hampton Elementary, Lawtey Elementary, Starke Elementary, Southside Elementary) For the 19-20 school year, an increased focus of at least ½ time will be spend at Southside Elementary.

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

Effectiveness of coaches is measured in large part by improvements in student growth data Sign in sheets from coaching sessions and coaching logs are also considered, as well as survey and anecdotal input from teachers and administrators, and teacher observational data in Marzano showing implementation of guidance provided through coaching.

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

Approximately 125,855.00

Supports for Identification and Intervention of Students with Reading Deficiencies

District 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?

Bradford High School and Bradford Middle School will receive allocations for at least 1 intensive reading teacher per site.

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.

These schools were chosen based on data from STAR showing the average grade level of BHS students to be three to four years below, and the average grade level of BMS students to be two to three years below. Intervention teachers will prioritize instruction to close the gap and move these students closer to success in decoding and comprehension of grade level text.

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

- a. **Elementary:** 0 (Title 1 will supplement here)
- b. **Middle:** 1
- c. **High:** 1

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

\$93,000.00 will cover the complete cost of salaries and benefits for the two reading coaches. Should any additional funds be necessary, they will come from Title 1 or SAI funding

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.:

Potential supplemental instructional materials purchased include Curriculum Associated LAFS for Grades 3, 4, 5, SRA Corrective Reading materials for elementary intervention, and Heinemann LLI materials for secondary reading intervention. These are currently planned for purchase through Federal grant supplements and we do not anticipate using the Reading Allocation for this area at this time.

Final decisions will be based on amount of funding and priority of need established by FSA Scores in June 2019.

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

There are no anticipated curriculum or materials purchases from the 19-20 allocation anticipated or budgeted for at this time.

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

Title 1 and general fund have provided SRA supplemental intervention resources to 4 of the 5 elementary schools. Title 1, Title 2 and Title 5 funding provide additional funding for these needs, including purchasing of supplemental phonemic awareness curriculum, supplemental reading comprehension resources, and professional development for multisensory interventions.

Summer Reading Camps

Please complete the following questions regarding SRC.

- 1. SRC Supervisor Name:** Sherree Alvarez
- 2. Email Address:** alvarez.sherree@mybradford.us
- 3. Phone Number:** (904) 966-6816
- 4. Please list the schools which will host a SRC:**
Starke Elementary School will host an SRC for the district's 3rd grade camp.
- 5. Provide the following information regarding the length of your district SRC:**
 - a. Start Date:** June 4, 2019.
 - b. Which days of the week is SRC offered:** Monday, Tuesday, Wednesday, Thursday
 - c. Number of instructional hours per day in reading:** 5.5
 - d. End Date:** June 27, 2019
 - e. Total number of instructional hours of reading:** 88

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

Yes, the teachers selected for the SRC are highly effective in their instructional practice.

7. What is the anticipated teacher/student ratio?

Anticipated ratio is 10 students per 1 teacher.

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

Only third grade camp will be available this year.

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

All SRC students will take the SAT-10 at the end of camp to see if they have improved enough to make the minimum concordant score to pass. Internally, the SRC students will participate in weekly fluency progress monitoring with goal setting and tracking of oral

reading fluency. The increase in overall reading level based on data from myOn and STAR / Pathblazer reading will also be reviewed.

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

PER 19-20 ALLOCATION: \$240,234.00

Estimated proportional share distributed to district charter schools	0 - not applicable
District expenditures on reading coaches	125855.00
District expenditures on intervention teachers	93,000
District expenditures on supplemental materials or interventions	
District expenditures on professional development	6379.00
District expenditures on summer reading camps	15,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
	Sum of Expenditures
	Amount of district research-based reading instruction allocation for 2018-2019
	240234.00



Elementary Curriculum



Tuesday, April 30, 2019 - 7:30 a.m. - BCSD Conference Room

APRIL CURRICULUM MEETING

In Attendance: Stephanie Loper, Barbara Johns, David Harris, Jennifer Vaughan, Cassie Melvin, Lisa Prevatt, Denise Schultz, Evelyn Chastain, Sherree Alvarez

ISSUE / TOPIC	DISCUSSION NOTES	ACTION NEEDED	WHO / WHEN
Get the Scoop! On FSA	Thank you! A definite success!		
School Supply Lists for 2019-2020	Have teachers review needs. Should be ready to go home with final report card as well as post online. Try to have Kindergarten list ready by your April orientation.	Due April 19. Supply Lists Send to Evelyn for prior review Orientations 2019 Reduce to one page (can be front & back)	Add dry erase markers Dry erase boards if you have \$ to spend
FSA Assessment	Here we go!!! Oral accommodations (very specific examples from DOE) ORAL Accommodations Guide		



Elementary Curriculum



	<p>Elementary non-VAM student Growth Calculation</p> <p>Upcoming meeting with BEA on evaluation for next year. Any suggestions for elements or other concerns?</p> <p><i>Local Assessment calendar for 19-20 is drafted.</i></p> <p><i>Change Music and PE (Elementary) to end of April next year - just before the end of May.</i></p>	<p>Can we come back here?</p>	<p>David and Barbara follow up with Emilee on K - 2 non-VAM</p>
<p>Curriculum</p>	<p>Roundtables (3rd, 4th, 5th so far)</p> <p>19-20 Elementary Curriculum</p> <p>Ordering Guide (May 15 deadline)</p> <p>K-12 Reading Plan and Decision Trees Review Elementary Decision Trees for K-12 Reading Plan</p> <p><i>Possibly changing from Performance Matters to School City.</i></p>	<p>2nd grade teacher - students read a book a night, then they come back to read to her.</p> <p>Practice at home</p> <p>Get stamina up in 2nd grade.</p>	<p>Look at 2nd grade - does it need more writing - is it really getting them ready for 3rd? Stamina / multisyllabic words</p> <p>LAFS has much more stamina, but need something more rigorous</p>
<p>School Improvement</p> <p>Title 1, 2, 4 - Comprehensive Needs Assessments</p> <p>(NEFEC Team developing a format at 3/14 meeting)</p>	<p>Spring Surveys SAC Committees</p> <p>Writing plans in June/July - Plan on this....</p> <p>Parent involve in planning SIP and Parent Engagement Plan (host special meetings outside of SAC?) <i>Maybe invite a few parents to stay after awards ceremonies to have a discussion?</i></p>	<p>Send printed as well as FB, DoJo (condense to one page)</p> <p>Review with SAC before April P&D meeting.</p> <p>Students, Parents surveys April 22-26 (Someone at your site needs to input by</p>	



Elementary Curriculum



	<p>Include feedback on Compact in a SAC meeting between now and EOY</p> <p>Time and Effort Logs will be coming in Mid-May for 2nd semester.</p>	<p>end of May)</p>	
<p>Code of Conduct Review</p> <p>Student Progression Plan</p>	<p>Have you encountered issues that you would like addressed?</p> <p>Attendance - Issues with Gradelock, Tying attendance to privileges - (discussion and suggestions)</p> <p><i>Can contact public assistance agencies and let them know. Schools should contact agencies.</i></p>	<p>Dress Code -</p> <p>SARB - Truancy Court 109 kids in school district missing more than 10 days in last 90 calendar days</p> <p>Make sure you send out 5 day letters. We can ask IT to help create auto letters in FOCUS.</p> <p>SARB meeting at 8-10 days - set up EPT meeting to discuss truancy. Set a SARB meeting at EPT for following month.</p> <p>SARB meeting - might be close to 15 days or might have begun to improve.</p> <p>1st and 3rd Tuesdays of the month.</p> <p>At 15 days - can be Petitioned to Court</p> <p>Elementary - goes after parents</p>	



Elementary Curriculum



<p>Preplanning 19-20</p>	<p>Preplanning 19-20 schedule draft</p>		<p>Elementary Back to School Night - Thursday</p> <p>No Back to School BEF Fair</p>
<p>Professional Development Spring 2019 and Summer 2019</p>	<p>Master List for Admin</p> <p>Spring Summer 2019 PD</p>		
<p>Upcoming Events</p>	<p>Events Calendar April - July</p>		
<p>Parent Involvement Meeting</p>	<p>Keep track of Family Engagement - Have to figure out how to plan</p> <p>4 types of parent involvement</p> <p>Most impact - Link to Learning / We don't cover well. Family Engagement is not an academic strategy. I.e., Lawtey sends home a fluency every week - student reads nightly then a fluency / comprehension grade is taken on it.</p>		
<p>After school Program</p>	<p>Fees</p> <p>Hours</p> <p>Interest</p>		
<p>General Announcements / Reminders:</p> <p>Assessment schedules:</p> <p>http://www.fldoe.org/core/fileparse.php/5663/urlt/Statewide-Assessment-Schedule-O2019-20.pdf</p>			



Secondary Curriculum



Tuesday, April 30, 2019 - 1:30 p.m. - BCSD Conference Room

APRIL CURRICULUM MEETING

In Attendance:

ISSUE / TOPIC	DISCUSSION NOTES	ACTION NEEDED	WHO / WHEN
FSA Assessment	Here we go!!! Oral accommodations (very specific examples from DOE) ORAL Accommodations Guide		
Teacher Evaluation	NON-VAM Growth Calculation Sheet (Secondary) Secondary non-VAM Growth Calculation Sheet 19-20 Teacher Evaluation MOU Planning Suggestions	Rules and Procedures Critical Content Engagement Strategies Examine Reasoning Grouping (#16) Formative Assessment	
Schedules	Master Schedule Training (NEFEC) See Decision Trees in Curriculum Department level meetings ESE Inclusion / general ed meetings MTSS meetings		



Secondary Curriculum



<p>Curriculum</p>	<p>Roundtables</p> <p>19-20 Secondary Curriculum Order by May 15</p> <p>K-12 Reading Plan and Decision Trees Review</p> <p>Grades 6- 8 Decision Tree for 19-20</p> <p>Grades 9 - 12 Decision Tree for 19-20</p>		
<p>LEAP</p>	<p>Doug Samons - Gifted for 3 - 8 for 19-20 school year 19-20 Plans may affect scheduling</p>		
<p>Professional Development Spring 2019 and Summer 2019</p>	<p>Review Survey Results</p>		
<p>School Improvement</p> <p>Title 1, 2, 4 - Comprehensive Needs Assessments</p> <p>(NEFEC Team developing a format at 3/14 meeting)</p>	<p>Spring Surveys SAC Committees</p> <p>Writing plans in June/July - Plan on this....</p> <p>Parent involve in planning SIP and Parent Engagement Plan (host special meetings outside of SAC?) <i>Maybe invite a few parents to stay after awards ceremonies to have a discussion?</i></p> <p>Include feedback on Compact in a SAC meeting between now and EOY</p>	<p>Send printed as well as FB, DoJo (condense to one page)</p> <p>Review with SAC before April P&D meeting.</p> <p>Students, Parents surveys April 22-26</p>	



Secondary Curriculum



	Time and Effort Logs needed for split positions (Just missing 2. EC will follow thru.)		
Code of Conduct Review	Have you encountered issues that you would like addressed?	If parents have 10 notes, then grade lock doesn't kick in until 25 absences... That is 5 weeks of a 9 weeks before gradelock - can we reduce the number of parent notes? Excused with doctor or court, but no parent excused (they still wrote a note to explain) and go to 10 or 15....	
Student Progression Plan	Attendance - Issues with Gradelock, Tying attendance to privileges - (discussion and suggestions) - Graduation, grad bash, field trips, homecoming, sporting events, can't participate in the p.m. sports / games / band, etc. No band trips or SRA's. SARB		
Preplanning 19-20	Preplanning 19-20 schedule draft		
FSA Assessment Calendar	FSA 19-20 / 20-21 - http://www.fldoe.org/core/fileparse.php/5663/urlt/Sta tewide-Assessment-Schedule-2019-20.pdf		
AfterSchool Programs	HOST		
Upcoming Events: https://docs.google.com/document/d/1-rTWGbxjOcN1zftC-SQobDB6eFB3Pd6HD0OjqlAwtAQ/edit?usp=sharing			
Other:			

Pr = Principal
 AP = Asst Principal

K-12 Reading Plan / Decision Trees for 2019-2020
Review - Administrator Curriculum Meeting
April 30, 2019

	Which School Site?	Administrator Name	Notes / Suggestions
Pr	Hampden Elem.	Denise Schultz	Review Decision Trees K-2 and 3-5 / 6-8 / 9-12 List Questions and Suggestions / Input
Pr	Brooker Elem.	Cassandra Melvin	
Pr	Sturke Elem.	Jennings Vaughan	
AP	Southside Ele.	Stephanie Lopez	
El Coord	District	Rueby Chestnut	- MIS rep
ESE	District	Barbara Johns	- ESE + ELL + MTSS
Pr	BMS	John Gunn	
AP	BHS	Lendley Adkins	
Pr	BHS	J Simpson	
K12	District	Sherree AlWaney	- K12 + MTSS

K-12 Reading Plan / Decision Trees for 2019-2020
Review - (part of monthly CRT meeting)
April 29, 2019

↖* Lead Teachers

Which School Site?	Teacher Name	Notes / Suggestions
Brookton	Coral Wyatt (T)	Review Elementary Decision Trees
Hampton	Sammy Adams (T)	K-2 and 3-5
Starke Elem.	Tuliana Nunez (T)	List Questions and Suggestions / Input
BMS	Chris Chaplin (T)	- District Reading Coach 6-8
Southside	Donna Jew (T)	See attached
Lawtey Elem.	Rebecca Ansley (T)	
District	Kelliene Clark	- District Reading Coach K-5
District	Lynne Ches	- Elementary Coordinator
District	Walter C	- District Gifted

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;

19-20 K-12 Reading Plan Assessment and Curriculum Decision Tree (K, 1, and 2)

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Kindergarten - 2nd Grade</p> <p>Administer the STAR Early Literacy for all Kindergarten and Grade 1 students and the STAR Reading for all Grade 2 students</p>	<p>Assessment Period 1: August/September 2019</p> <p>Assessment Period 2: December/January 2020</p>	<p>Student's Percentile Rank places them as meets or exceeds grade level benchmark</p> <p>Scaled score of 497-529 for Kindergarten</p> <p>Percentile Rank of 40 or higher for 1st and 2nd.</p>	<p>Continue with initial instruction (ii) that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics and fluency at the word and/or connected text level.</p> <p>Provide comprehension instruction, focusing on strategic listening/reading that includes instruction in using before, during, and after comprehension strategies.</p>	<p>Tier 1- Initial Instruction (Core)</p> <p>Making Meaning</p> <p>- CKLA Skills Strand*</p> <p>- Reading Program(s): Heggerty Phonemic Awareness*(Whole grade level Tier 1/2 Intervention for K)</p> <p>-Small group differentiated instruction that focuses on before, during, and after reading strategies and the six components of reading</p>
	<p>Assessment Period 3: May 2020</p>	<p>Student's Percentile Rank places them as <u>minimally below</u> grade level benchmark</p> <p><i>K - Scaled score of 438-496</i></p> <p><i>1st and 2nd - Percentile Rank of 30 - 39</i></p> <p>Student's Percentile Rank places them as</p>	<p>Analyze data results, such as fluency checks to determine the level and content of daily differentiated intervention and to provide targeted, prescriptive instruction.</p> <p>Students scoring in the minimally below grade level will be placed in Tier 2 intervention through the MTSS process for an additional 60 to 90 minutes per week .</p> <p>Students who are substantially below grade level benchmark category will be placed in Tier 2 as</p>	<p>- Heggerty Phonemic Awareness* - (Tier 2 / K) (Tier 3 / 1st and 2nd)</p> <p>- District-approved Supplemental Intervention - SRA*-Tier 2 (K, 1,and2)</p> <p>- District Approved Phonics Program(s): CKLA Skills Strand Reteach Lessons*(Orton Gillingham Method - Tier 2)</p> <p>-</p> <p>- Daily small group or individualized differentiated intervention targeted to meet student's instructional needs (Tier 2) using</p>

		<p>substantially below grade level benchmark</p> <p><i>K -Scaled score of 437 and below</i></p> <p><i>1st and 2nd - Below the 29th percentile rank</i></p>	<p>described above and an additional MTSS Tier 3 intervention for 30 to 45 minutes per week.</p> <p>Students will receive a district approved supplemental intervention program to targets deficits and address needs.</p>	<p>STAR Instructional Groupings</p> <ul style="list-style-type: none"> - - Edgenuity Pathblazer* (Tier2 and customizable for Tier 3) - - EdMark* (Tier 3) - Great Leaps*(Tier 3) <p><i>*Includes multi-sensory instruction as a combination of 2 or more of the following (visual, kinesthetic,tactile,and auditory)</i></p>
<p>Parents are notified of their child’s progress with STAR quarterly reports as well as interim and quarterly report cards that indicate on grade level progress. MTSS meetings are held monthly at a minimum. Tier 2 students receive progress monitoring every other week and Tier 3 students receive progress monitoring on a weekly basis. Upon review of progress monitoring data, should students not respond to specific reading intervention in order to close gaps in a timely manner, the district will do additional problem solving in the MTSS process with parent involvement and communication. The MTSS team may consider the following solutions: : 1) provide support for investigating if areas of the instructional delivery component of the classroom are in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide; 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team to solidify the support of the teachers in reinforcing reading skills. 4) determine if additional screening or diagnostic data is needed.</p>				

19-20 K-12 Reading Plan Assessment and Curriculum Decision Tree (Grades 3, 4, and 5)

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
<p>Grade 3- 5</p> <p>Administer the STAR Reading for all Grade 3-5 students</p> <p>Administer the English/Language Arts Florida Standards Assessment for all students</p>	<p>Assessment Period 1: August/September 2019</p> <p>Assessment Period 2: Dec 19/Jan 20</p>	<p>Student's Percentile Rank is above the 40th PR</p> <p>or Spring 2018 FSA ELA is level 3-5</p>	<p>Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<p>Tier 1 - Initial Instruction / Core</p> <ul style="list-style-type: none"> -Making Meaning / Louisiana Guidebooks -Small group differentiated instruction that focuses on before, during, and after reading strategies and the six components of reading - Ready LAFS - Standards based Instruction - Grade Level Text Sets / Stretch Text / Novel Studies for Close Reading - Top Score Writing -
	<p>Assessment Period 3: April/May 2020</p> <p>(English/ Language Arts Florida</p>	<p>Student is <u>minimally below</u> grade level benchmark with a STAR PR of 31 to 39 or FSA ELA Level 2</p> <p>OR</p> <p>Student is <u>substantial</u></p>	<p>Analyze data results, such as fluency checks, to determine the level and content of daily differentiated intervention and to provide targeted, prescriptive instruction.</p> <p>Students scoring in the minimally below grade level will be placed in Tier 2 intervention through the MTSS process for an additional 60 to 90 minutes per week .</p> <p>Students who are substantially below grade level benchmark category will be placed in Tier 2 as described above and an additional</p>	<ul style="list-style-type: none"> - - District-approved Supplemental Intervention - SRA*-Tier 2 (3, 4, and 5) - Daily small group or individualized differentiated intervention targeted to meet student's instructional needs (Tier 2) using STAR Instructional Groupings - - Edgenuity Pathblazer* (Tier2 and customizable for Tier 3) - - District Approved Phonics Program(s): CKLA Skills Strand Reteach Lessons or SIPPS*(Orton Gillingham Method - Tier 3)

	Standards Assessment)	ly below grade level benchmark with a STAR PR below 20 or FSA ELA Levels 1	<p>MTSS Tier 3 intervention for 30 to 45 minutes per week.</p> <p>Students will receive a district approved supplemental intervention program to targets deficits and address needs.</p>	<ul style="list-style-type: none"> - EdMark* (Tier 3) - - Great Leaps*(Tier 3) <p><i>*Includes multi-sensory instruction as a combination of 2 or more of the following (visual, kinesthetic,tactile,and auditory)</i></p>
--	------------------------	--	--	---

Parents are notified of their child’s progress with STAR quarterly reports as well as interim and quarterly report cards that indicate on grade level progress. MTSS meetings are held monthly at a minimum. Tier 2 students receive progress monitoring every other week and Tier 3 students receive progress monitoring on a weekly basis. Upon review of progress monitoring data, should students not respond to specific reading intervention in order to close gaps in a timely manner, the district will do additional problem solving in the MTSS process with parent involvement and communication. The MTSS team may consider the following solutions: : 1) provide support for investigating if areas of the instructional delivery component of the classroom are in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide; 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team to solidify the support of the teachers in reinforcing reading skills. 4) determine if additional screening or diagnostic data is needed.

Bradford 6-8 Assessment and Curriculum 19-20
K-12 Reading Plan ELA Placement Decision
Tree

Assessment	If	Then	Materials/Activities	Length/Duration of Intervention	Class Size Cap
FSA ELA Reading	Student scores Level 1 or Level 2 on FSA-ELA or scores more than one grade level below in IRL on STAR test at the beginning of the year if an FSA-ELA score is not available	Administer reading placement test or STAR Reading test. Use data to determine if student has decoding or text efficiency issues. If so, recommend placement in intensive reading with decoding support. If not, place in intensive reading or content area course with instructional supports. <i>Tier 2</i>	Depending on results, placement in (6 th – 8 th) Intensive Reading using - Ready LAFS, Edgenuity MyPath, or STAR Instructional Groupings Lessons	6 th – 8 th = 45 minutes a day for the year Until the end of the semester in which the student scores a Level 3 on the ELA FSA or has an IRL that is one year or less below grade level. (Students do not exit course in the middle of a semester).	22 + 3
	Student scores Level 1 and reading placement test shows phonics / fluency deficits	Administer placement test for reading program to determine if phonics/fluency is a need. If so, recommend placement in intensive reading with a phonics/fluency component. <i>also Tier 3 small group additional minutes</i>	Phonics/fluency needed - Placement in Intensive Reading using: 6 th – 8 th STAR Reading or Edgenuity Pathblazer / Small group lessons using Scholastic Multi-syllabic word study or Ready Phonics, FCRR or Heinemann LLI	6 th – 8 th = 45 minutes a day Until the end of the semester in which the student scores a Level 3 on the ELA FSA or has an IRL that is one year or less below grade level. (Students do not exit course in the middle of a semester).	22 + 3

<p>Student scores Level 1 and reading placement test shows vocabulary and/or comprehension deficits</p>	<p>Administer placement test for reading program to determine vocabulary and/or comprehension needs. Place in intensive reading or content area course with instructional supports.</p> <p><i>also Tier 3 small group additional minutes</i></p>	<p>Fluency needed - Placement in Intensive Reading using Heinemann LLI intervention, LAFS or FCRR/Cold Reads resources in small groups :</p>	<p>6th – 8th = 45 minutes a day for entire semester.</p> <p>Until the end of the semester in which the student scores a Level 3 on the ELA FSA or has an IRL that is one year or less below grade level. (Students do not exit course in the middle of a semester).</p>	<p>22 + 3</p>
<p>Student scores Level 3 or higher on FSA-ELA or an IRL of 8.0 if no FSA-ELA score is available</p>	<p>Continue with Tier 1 instruction and development of comprehension, vocabulary and fluency across grade bands and standards.</p>	<p>Louisiana Guide Books, Edgenuity MyPath, Myon Online Reading, Cold reads, CPalms MEA's and Lesson, novel studies</p>	<p>Daily</p>	<p>25</p>

Should students not respond to specific reading intervention for the upcoming school year, the district will: 1) provide support for investigating if area of the instructional delivery component of the classroom is in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Elementary level or in ESE that target specific, diagnosed areas of need for individual students); 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

Progress Monitoring Assessments	If	Then	Programs/Materials/Strategies
<p>STAR All FSA-ELA Levels</p>	<p>Student scores high FSA Success Probability (Green Zone) High Level 2</p>	<p>Continue to serve student in reading intervention. Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.</p>	<p>6th - 8th: Ready LAFS / STAR Reading / Edgenuity Pathblazer /</p>

STAR All FSA-ELA Levels	Student scores a FSA Success Probability score of 84% or less – Low level 1, High Level 1 or Low Level 2 (Yellow or Red Success Zone)	Continue to serve student in reading intervention; determine if student is properly placed by monitoring lexile growth. Use ongoing progress monitoring tools between assessment windows to ascertain progress.	6 th – 8 th : Heinemann LLI / STAR Reading / Edgenuity Pathblazer /
FSA ELA	Student scores L1 or L2	Implement the <i>Assessment and Curriculum Decision Tree</i>	As stated in the <i>Assessment and Curriculum Decision Tree</i>

STAR Reading and SEL

	K, 1st, 2nd, 3rd, 4th, 5th	6th, 7th, 8th, 9th, 10th, 11, 12th
	Percentile Rank Range	Percentile Rank Range
Level 5 (Advanced)	91 - 99	85 - 99
Level 4 (Exceeds)	75 - 90	65* - 84
Level 3 (Meets)	55 - 74	45** - 64
Level 2 (Min. Below)	25 - 54	20 - 44
2b	40 - 54	33 - 44
2a	25 - 39	20 - 32
Level 1 (Sub. Below)	0 - 24	1 - 19
1c	17 - 24	14 - 19
1b	9 - 16	8 - 13
1a	0 - 8	1 - 7

*HS (Grade 10) Spring ACT Reading College Readiness Score
 **HS (Grade 10) Spring ACT English College Readiness Score

A correlation study was conducted to show alignment between FSA Achievement Levels with STAR Percentile Ranks. The chart to the left shows the correlation.

Bradford 9-12 Assessment and Curriculum 19-20
ELA K-12 Reading Plan Decision Tree

Assessment	If	Then	Materials/Activities	Length/Duration of Intervention	Class Size Cap
FSA ELA Reading	Student scores Level 1 or Level 2 on FSA-ELA or scores below an IRL of 8.0 on STAR test at the beginning of the year if an FSA-ELA score is not available	Administer reading placement test or STAR Reading test. Use data to determine if student has decoding or text efficiency issues. If so, recommend placement in intensive reading with decoding support. If not, place in intensive reading or content area course with instructional supports. <i>Tier 2</i>	Depending on results, placement in (9 th – 12 th) Intensive Reading using - Ready LAFS / Townsend Press 10 Steps / Edgenuity MyPath or STAR Reading Instructional Groupings	9 th -12 th = 45 minutes per day for entire semester Until the end of the semester in which the student scores a Level 3 on the ELA FSA or an approved concordant score. (Students do not exit course in the middle of a semester).	22 + 3
	Student scores Level 1 and reading placement test shows phonics / fluency deficits	Administer placement test for reading program to determine if phonics/fluency is a need. If so, recommend placement in intensive reading with a fluency/phonics component. <i>also Tier 3 small group additional minutes</i>	Phonics/Fluency needed - Placement in Intensive Reading using: small group fluency with FCRR or Heinemann LLI resources	9 th – 12 th = 45 minutes per day for entire semester. Until the end of the semester in which the student scores a Level 3 on the 10th grade ELA FSA or an approved concordant score. (Students do not exit course in the middle of a semester)	22 + 3
	Student scores Level 1 and reading placement test shows vocabulary and/or comprehension deficits	Administer placement test for reading program to determine vocabulary and/or comprehension needs. Place in intensive reading or content area course with instructional supports. <i>also Tier 3 small group additional minutes</i>	Vocabulary/Comprehension needed - Placement in Intensive Reading using: Townsend Press 10 steps series or Heinemann LLI resources or STAR Reading / Edgenuity MyPath	9 th – 12 th = 45 minutes per day for entire semester Until the end of the semester in which the student scores a Level 3 on the 10th grade ELA FSA or an approved concordant score. (Students do not exit course in the middle of a semester)	25

	Student scores Level 3 or higher on FSA-ELA or an IRL of 8.0 if no FSA-ELA score is available	Continue with Tier 1 instruction and development of comprehension, vocabulary and fluency across grade bands and standards.	Louisiana Guide Books, Edgenuity MyPath, Myon Online Reading, Cold reads, CPalms MEA's and Lesson, novel studies	Daily	25
--	--	---	--	-------	----

Should students not respond to specific reading intervention for the upcoming school year, the district will: 1) provide support for investigating if area of the instructional delivery component of the classroom is in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide (supplemental or alternative materials might be any of the reading intervention materials currently in place at the Elementary level or in ESE that target specific, diagnosed areas of need for individual students); 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

Progress Monitoring Assessments	I f	The n	Programs/Materials/Strategies
STAR All FSA-ELA Levels	Student scores high FSA Success Probability (Green Zone) High Level 2	Continue to serve student in reading intervention. Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.	9 th – 12 th STAR Reading / Edgenuity Pathblazer / Ten Steps (Townsend Press)
STAR All FSA-ELA Levels	Student scores a FSA Success Probability score of 84% or less – Low level 1, High Level 1 or Low Level 2 (Yellow or Red Success Zone)	Continue to serve student in reading intervention; determine if student is properly placed by monitoring lexile growth. Use ongoing progress monitoring tools between assessment windows to ascertain progress.	9 th – 12 th STAR Reading / Edgenuity Pathblazer / Ten Steps (Townsend Press), Heinemann LLI, and FCRR Fluency
FSA ELA	Student scores L1 or L2	Implement the <i>Assessment and Curriculum Decision Tree</i>	As stated in the <i>Assessment and Curriculum Decision Tree</i>

STAR Reading and SEL

	K, 1st, 2nd, 3rd, 4th, 5th	6th, 7th, 8th, 9th, 10th, 11, 12th
	Percentile Rank Range	Percentile Rank Range
Level 5 (Advanced)	91 - 99	85 - 99
Level 4 (Exceeds)	75 - 90	65* - 84
Level 3 (Meets)	55 - 74	45** - 64
Level 2 (Min. Below)	25 - 54	20 - 44
2b	40 - 54	33 - 44
2a	25 - 39	20 - 32
Level 1 (Sub. Below)	0 - 24	1 - 19
1c	17 - 24	14 - 19
1b	9 - 16	8 - 13
1a	0 - 8	1 - 7

*HS (Grade 10) Spring ACT Reading College Readiness Score

**HS (Grade 10) Spring ACT English College Readiness Score

A correlation study was conducted to show alignment between FSA Achievement Levels with STAR Percentile Ranks. The chart to the left shows the correlation.

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 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:** Bradford
- 2. Contact name for schools covered on this plan:** Sherree Alvarez
- 3. Contact phone number:** 904-966-6816.
- 4. Contact email:** alvarez.sherree@mybradford.us
- 5. Schools covered by this plan:** Southside 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:** 7:30
- 2. School dismissal time:** 2:30
- 3. Total number of instructional minutes per day:** 370
- 4. Minutes per day of reading instruction (must be at least 150):** 150

Section 3. Instructional Design

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

These students will participate in Inquiry Literature Circles with novel studies, MyOn Reading, Junior Great Books and American Reading Company Research Labs materials.

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

Teachers for the additional hour of reading are Certified K - 6 teachers who have an Effective/Highly Effective score on their Instructional Practice on the 18-19 Teacher Evaluation. Lead ELA teachers who have a minimum of 75% of last year's students

show learning gains on STAR Renaissance IRL will provide team leadership for the extra hour of reading to each grade level to include other teachers who teach other subjects such as math and science. The elementary district reading coach and the district elementary coordinator will work with administration to check the fidelity and effectiveness of the planning and implementation of SRA and to determine ongoing professional development needs.

- 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.**

Southside will use SRA Reading Mastery. This program was used voluntarily during reading intervention in Lawtey Elementary three years ago. The number of proficient students increased from 49% proficient in 2016 to 53% in 2017. Two years ago, Starke Elementary also implemented this program as a Lowest 300 school intervention. Their proficiency increased from 37.4% in 2017 to 40.5% in 2018, and got them out of the lowest 300. These schools have continued their use of SRA as a Tier 2 intervention school wide and their reading proficiency continues to increase. Southside used it in 18-19 during its first year as a Low 300 school, and third grade saw a significant increase in proficiency going from 32% proficiency in 2018 to 52% proficiency in 2019. We believe that the intervention is working, but needs more time this year to improve scores. Fourth grade also saw a 9% increase in proficiency; however the fifth grade decreased proficiency from 46% in 2018 to 31% in 2019 which contributed to the school retaining its low 300 designation. The fifth grade teachers will be receiving additional coaching support from the district elementary reading coach who has been assigned specifically to Southside a minimum of three days per week.

In addition, Southside is working with Learning Science International in a Schools of Rigor voluntary district turnaround project (even though they were not a D or F school). The students will be able to use the student academic teaming approach in their regular reading class as their Low 300 time. Schools involved with the intensive level of classroom coaching and support through Schools of Rigor have a record of increasing achievement by at least one grade level in most projects.

- 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.**

Each student has been screened with the SRA Placement test and grouped into specific classes based on level of need. Students can move into different groups based on results from ongoing progress monitoring with SRA assessments, and possible STAR assessments.

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

The SRA Reading Mastery Curriculum is recognized by the What Works Clearinghouse and National Institute for Direct Instruction as a Direct Instruction method to help students master essential decoding and comprehension skills. Lessons are scripted, provide for scaffolded instruction and practice, and allow for individualized practice and skill application. The special font also adds a multisensory component not found in the core curriculum. Administration will conduct fidelity walkthroughs and teams will collaborate at regular meetings to ensure correct and full implementation.

- 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.**

Reading Mastery integrates social studies and science concepts and information in grades 2 - 5 where building strong background knowledge in these domains is vital to future reading comprehension. Reading text in K and 1 include many words and concepts related to grade level non-fiction social studies and science concepts, as well. More information is found at <https://www.nifdi.org/programs/reading/reading-mastery> Grades K - 5 also use Eureka Math. The vocabulary word cards for each grade level will be incorporated into review and practice times during the additional hour of reading.

Reading Mastery includes embedded writing practice that increases fluency and comprehension into the grade level lessons. Teacher created prompts and tasks that incorporate additional non-fiction topics in social studies, science, and math may also be used in Grades K - 5.