

Hillsborough 2018-19 K-12 Comprehensive Research-Based Reading Plan

Contact Information

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

District Contact: Lynn Dougherty-Underwood

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Contact Telephone: 813-272-4924

District-Level Leadership

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

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

| | 2015-2016 Actual | 2016-2017 Goal | 2016-2017 Actual | 2017-2018 Goal | 2017-2018 Actual | 2018-2019 Goal | 2019-2020 Goal |
|--------------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|-------------------|
| Performance Goals | | | | | | | |
| State Overall FSA-ELA | 52 | * | 54 | * | 56 | * | 58 |
| District Overall FSA-ELA | 51 | 53 | 53 | 55 | 54 | 56 | 57 |

| | 2015-2016 Actual | 2016-2017 Goal | 2016-2017 Actual | 2017-2018 Goal | 2017-2018 Actual | 2018-2019 Goal | 2019-2020 Goal |
|-------------------------------|---------------------|-------------------|---------------------|-------------------|---------------------|-------------------|-------------------|
| Growth (Learning Gains) Goals | | | | | | | |
| State Gains FSA-ELA | 52 | * | 54 | * | 54 | * | 59 |
| District Gains FSA-ELA | 50 | 52 | 54 | 55 | 54 | 56 | 57 |

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

| District Achievement Gaps on FSA-ELA | 2015-2016 Actual | 2016-2017 Goal | 2016-2017 Actual | 2017-2018 Goal | 2017-2018 Actual | 2018-2019 Goal | 2019-2020 Goal |
|---|------------------|----------------|------------------|----------------|------------------|----------------|----------------|
| White/African American | 33 | 31 | 35 | 28 | 34 | 25 | 22 |
| White/Hispanic | 23 | 22 | 25 | 20 | 24 | 18 | 16 |
| Economically Disadvantaged/Non-Economically Disadvantaged | 35 | 31 | 35 | 28 | 34 | 25 | 23 |
| Students with Disabilities/Students without Disabilities | 39 | 35 | 40 | 32 | 40 | 29 | 26 |
| English Language Learners/ Non-English Language Learners | 33 | 39 | 34 | 35 | 34 | 28 | 22 |

* 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.

Funding has been targeted to impact identified needs in narrowing the achievement gaps for all subgroups and to continue support of student proficiency and growth gains being made. Resources have been braided together from various district funding sources to:

- * impact the level of site-based support personnel for identified sites,
- *focus professional development on identified teacher and student needs,
- *select core, supplemental, and intervention materials that are culturally relevant and targeted on student needs,
- *offer third-grade summer reading camp focused on non-proficient readers, and
- *identify and implement appropriate intensive reading interventions for K-12 students who are reading below grade level.

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 district literacy team including the Chief Academic Officer, Instructional Leadership Directors, Director of Literacy K-12, elementary generalists, content supervisors, and the English Language Learners Supervisor for the Division of Teaching and Learning.
- *The General Director and supervisors for Exceptional Student Education.
- *The Director and Supervisor for Reading Research for the Office of Accountability and Assessment
- *The Chief of Schools, Area Superintendents, and Area Leadership Teams.
- *The Assistant Superintendent for Educational Leadership and Professional Development, PD supervisors and PD Area Liaisons
- * Chief Diversity Officer

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.

Data is collected and analyzed from curriculum assessments and curriculum specific benchmark data on an individual, class, school-level and district-level basis to determine impact on student achievement and to make appropriate instructional decisions such as pacing and instructional planning with a major emphasis on differentiation of instruction for all students. Examples of elementary assessments include i-Ready assessments and instructional data (including diagnostic, lesson pass rate, student engagement and growth monitoring data), ELA interims, Literacy Design Collaborative (LDC) performance tasks, DRA2/running records, and FAIR-FS. Data is collected from on-going standards-based assessments outlined in the district Planning Support Tools document and teacher-created assessments based on core text, HMH Journeys. Examples of middle and high school assessments include FAIR-FS, mid-term and end-of-year semester exam data, district ELA formatives, LDC performance tasks, PSAT grades 8 and 9, PSAT NMSQT grades 10 and 11, SAT grade 11 and retake grade 12, and ACT retake grade 12. Data is collected

from ELA and reading curriculum assessments such as Read 180, National Geographic Inside and Edge, Common Lit, Paths to College and Career, and SpringBoard Digital unit and short-cycle assessments.

In addition to the aforementioned assessments, site-based English Language Learner (ELL) data is collected and analyzed including results from the ACCESS for ELLs 2.0 examination, as well as, FSA data to compare performance of ELLs to their grade-level peers. On-going progress monitoring data, FAIR-FS and WIDEA Model data is collected through the use of the ELlevation platform which is an on-line portal that allows monitoring of programming, accommodations, and strategies that directly impact student academic achievement. An individualized student plan is generated to assist classroom teachers with lesson plan development and differentiated instruction.

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

All students at the elementary, middle and high school levels are monitored. A concentrated focus will be on sub-group growth and on-going achievement. A district data review is conducted at monthly PreK-12 District Literacy Team meetings. Findings are shared with all district stakeholders.

At the elementary level, i-Ready data is analyzed during the beginning of the year, mid-year, and end-of-year assessment periods. Curriculum assessments include biannual interims for reading and multi-paragraph essays in fall and early winter for grades 2-5 which are logged into SchoolCity for data review to drive district-level curriculum design and development. Curriculum specific assessments are integrated into on-going standards-based instruction and analyzed by district staff throughout the school year on no less than a quarterly basis to monitor movement towards interim student achievement goals. LDC performance tasks (intermittent and final) are collected and reviewed quarterly. In the L300 schools, in addition to i-Ready diagnostic data reviews that take place three times a year, elementary supervisors conduct on-going curricular data reviews based on weekly site visits.

At the middle and high school level, semester exams data is reviewed twice a year, baseline and mid-year district formative data is collected and analyzed to guide curriculum design and development. Curriculum specific assessments are integrated into on-going, standards-based instruction as part of the units of instruction. LDC performance tasks are collected and reviewed after each instructional module is completed. SpringBoard and other curriculum assessments are reviewed upon completion of units of instruction,

Regularly scheduled learning walks at K-12 sites occur to observe classroom instruction and to review lesson plan alignment to instructional goals and priorities set by the schools. The data is shared with the Area Superintendents, Area Leadership Teams, and Teaching and Learning district staff after learning walks are completed.

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

*The district literacy team including the Chief Academic Officer, Instructional Leadership Directors, Director of Literacy K-12, elementary generalists, content supervisors, and the English Language Learners Supervisor from the Division of Teaching and Learning

*The General Director and supervisors from the Department of Exceptional Student Education

*The Director and Supervisor for Reading Research from the Office of Accountability and Assessment

*The Chief of Schools, Area Superintendents, and Area Leadership Teams from the Division of Administration

*The General Director of Title I and Director for Psychological Services from the Division of Academic Support and Federal Programs

All are responsible for monitoring appropriate instructional decision-making supporting the implementation of core and initial intervention literacy instruction and the implementation of additional interventions for students not making adequate progress towards district goals at individual school sites.

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 Chief Academic Officer is responsible for ensuring all academic departments provide resources and planning tools that are aligned to grade-level Florida Standards and the WIDA English Language Development Standards.

*Instructional Leadership Directors, Director of Literacy K-12, elementary generalists, content supervisors, and the Language Learners Supervisor from the Division of Teaching and Learning

*The General Director and supervisors from the Department of Exceptional Student Education

he Supervisor for Reading Research from the Office of Accountability and Assessment

*The Chief of Schools, Area Superintendents, and Area Leadership Teams from the Division of Administration

*The Assistant Superintendent for Educational Leadership and Professional Development, PD supervisors and PD Area Liaisons

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

Classroom instruction, aligned to grade-level Florida Standards, is monitored through both classroom observations and data available through digital and student work sources. On-going instructional learning walks, conferences with teachers and students, teacher observations and coaching cycles, reviews of lesson plans, and reviews of student work (such as writing reviews, Instructional Leadership Teams, and PLCs) are some of the examples used in Hillsborough County beyond digital sources.

In elementary, i-Ready data is analyzed at all schools to guide aligned standards instruction after each of the three diagnostic assessment periods. Curriculum assessments (biannual interims for reading and multi-paragraph essays in fall and early winter) are logged into SchoolCity for data review to inform standards-based instructional focus. Curriculum specific benchmarks/ongoing standards-based assessments from the district-provided Planning Support Tool and is analyzed throughout the school year to assess standards-aligned student growth. LDC performance tasks are collected and reviewed four times per year to analyze growth on targeted standards. At Grades K-3, portfolios of standards-aligned student work are kept for identified students. In the L300 sites, i-Ready data is reviewed weekly, monthly, and quarterly to guide aligned standards instruction.

In middle and high school, FAIR-FS data is analyzed for aligned standards instruction at baseline and mid-year. District formatives and first semester ELA exam data are logged into SchoolCity and analyzed at the standards level to determine instructional priorities at the classroom level. Additional curriculum assessments including writing in response to text formatives, SpringBoard digital assessments, district -resources such as Zinc Learning Labs, CommonLit, and Achieve the Core are submitted and reviewed at the district level to drive instructional conversations with Area Leadership Teams.

Additional data is collected for K-12 ELLs with ACCESS for ELLs 2.0 which assesses language acquisition in listening, speaking, reading, and writing.

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

Evidence is collected throughout the school year with frequency of site visits determined by district-established Key Performance Indicators (KPIs) and district student achievement goals. On-going standards-focused learning walks, teacher observation and coaching cycles, reviews of lesson plans, and reviews of student work such as writing reviews, Instructional Leadership Team and PLC meetings, begin in early September and continue throughout the school year.

In elementary, school, i-Ready data is analyzed following each assessment period and after each growth monitoring assessment scheduled by individual school sites. Curriculum assessments include biannual interims for reading and multi-paragraph essays in fall and early winter which are logged into SchoolCity for review. Curriculum specific benchmark/ongoing standards-based assessments are analyzed throughout the school year to progress monitor student achievement and to focus needed instruction. LDC performance tasks are collected and reviewed quarterly.

In middle and high school, FAIR-FS is analyzed upon completion of the AP1 and AP2 assessment windows. FSA data, FAIR-FS, AP1 and AP2, along with mid-year semester exam data is triangulated to target LAFS clusters and drive standards-based instructional decisions at the beginning of the year and at mid-year. On-going progress monitoring occurs at the completion of LDC performance tasks embedded in curriculum across disciplines in 6th through 10th grade. ELA and reading curriculum assessments, including district writing and reading formative data reviews, are completed midway and at the conclusion of each unit.

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

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

*The district literacy team including the Instructional Leadership Directors, Director of Literacy K-12, content supervisors, media supervisors, and the English Language Learners and Instructional Materials Supervisors from the Division of Teaching and Learning

*The supervisors from the Department of Exceptional Student Education

*The Chief of Schools, Area Superintendents, and Area Leadership Teams from the Division of Administration

*The General Director of Title I from the Division of Academic Support and Federal Programs

*Chief Diversity Officer

All are responsible for continued acquisition of text, print and digital, across content areas.

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

The K-12 literacy team collaborates with the Office of Equity and the Supervisor for Instructional Materials to set criteria for material review that ensures cultural relevancy and standards-alignment in all recommended instructional materials.

Media and technology supervisors collaborate with ELA and content supervisors in the review of appropriate texts including reference and research programs that students have daily access to in media centers. Classroom libraries, myON and digital resources through Think Central, Axis 360, Gale Databases, eBooks, and World Book Encyclopedia online are made available in the classrooms, the media centers, and/or at home.

For use during the elementary ELA block, informational texts are evaluated to ensure that they address varied topics and are presented through different mediums of delivery including visual, auditory, and multi-media texts. The district-provided elementary Planning Support Tool highlights a variety of text from multiple sources in addition to the core textbook, HMH Journeys, such as Exploration in Non-Fiction Writing which is supported by online MOODLE courses that ensure teachers have access to exemplar teaching models. The LDC text collections are printed and/or are provided in digital formats to support access to complex content text in grades 4 through 12.

In middle and high school, in addition to texts within core, supplemental and intervention programs, the district identifies and provides access to the following online digital resources to challenge our students to grapple with complex informational text across a multitude of topics and varied mediums: Learning Labs, Commonlit.org, readtheory.com, newsela.org, achievethecore.org and readworks.com. Additional LDC units have been developed and implemented within ELA and content area courses to ensure ongoing exposure to grade level informational and literary texts.

Programs for ELLs are acquired with Title III funds to supplement the K-12 grade-level texts in multiple genres that are culturally relevant and offer a variety of linguistic complexities (i.e., multicultural libraries, graphic novels, eBooks, and web-based language learning programs).

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

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

*The district literacy team including the Chief Academic Officer, Instructional Leadership Directors, Director of Literacy K-12, elementary generalists, content supervisors, Instructional Technology Supervisor, Supervisor of Gifted Education and the English Language Learners supervisor for the Division of Teaching and Learning.

*The General Director and supervisors for Exceptional Student Education.

*The Director and supervisors for the Office of Accountability and Assessment

*The Chief of Schools, Area Superintendents, and Area Leadership Teams.

*The Assistant Superintendent from the Division of Academic Support and Federal Programs and Director of School Psychologists

*Deputy Superintendent and General Manager of Office of Strategy Management

*The Assistant Superintendent and supervisors for Educational Leadership and Professional Development

*The Office of the Florida Diagnostic and Learning Resource System

*Chief Diversity Officer

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

The district uses the Charlotte Danielson Framework for Teaching as its teacher evaluation system. The four domains that comprise the Framework are aligned to the UDL principles of multiple means of engagement, representation, and expression. Teacher performance data is collected and analyzed based on the Framework's four domains: Domain 1 – Planning and Preparation; Domain 2 – The Classroom Environment; Domain 3 – Instruction; and Domain 4 – Professional Responsibilities.

The district provides an elementary Planning Support Tool and middle and high school pacing and curriculum guides. The guides include a variety of both traditional literary and informational text along with non-traditional text to provide teachers with support in delivering instruction through multiple means of engagement, representation, and expression. Monitoring of the delivery of UDL-aligned instruction to the full range of learners takes place through the collection of data from formative classroom assessments and tasks, standards-based interim assessments, adaptive computer-based literacy programs, and district-wide assessments. Classroom walk-through data and review of lesson plans, PLC agendas and notes, and student work samples are collected by site-based and district personnel and are reviewed to monitor the full accessibility of instruction to all learners.

District ELL support staff will monitor oral language and academic progress of ELLs through ACCESS for ELLs 2.0 data. They provide support to teachers to plan for instruction for ELLs based upon the data.

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

Formal teacher evaluation data is collected throughout the school year and reviewed at the district level annually to identify instructional trends. Review of formative classroom assessments, interim assessments, computer-based literacy data and district-wide assessments take place on a weekly, monthly, and quarterly basis. Review of lesson plans, student work, and PLC planning meeting notes are reviewed by Area Leadership Teams on a monthly basis and on a weekly basis by content supervisors who regularly conduct site-based visits.

District ELL support staff monitors ELLs' academic progress through the use of the ELLevation software which houses ACCESS 2.0 data, as well as, district data collected on every ELL student.

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;

- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

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

*The district literacy team including the Chief Academic Officer, Instructional Leadership Directors, Director of Literacy K-12, elementary generalists, content supervisors, and the English Language Learners Supervisor from the Division of Teaching and Learning

*The General Director and supervisors from the Department of Exceptional Student Education

*The Director and Supervisor for Reading Research from the Office of Accountability and Assessment

*The Chief of Schools, Area Superintendents, and Area Leadership Teams from the Division of Administration

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

\$1,887,590.76

3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary,

including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..

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

*The district literacy team including the Chief Academic Officer, Instructional Leadership Directors, Director of Literacy K-12, elementary generalists, content supervisors, and the English Language Learners Supervisor from the Division of Teaching and Learning

*The General Director and supervisors from the Department of Exceptional Student Education

*The Assistant Superintendent for Educational Leadership and Professional Development, PD supervisors and PD Area Liaisons

*The Supervisor for Reading Research from the Office of Accountability and Assessment
*The Chief of Schools, Area Superintendents, and Area Leadership Teams from the Division of Administration
*The

General Director of Title I from the Division of Academic Support and Federal Programs

*The Office of the Florida Diagnostic and Learning Resource System

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

In addition to the Research-Based Reading Allocation, Title I, Title II, Title III, Advanced Academics, Supplemental Academic Instruction, and I.D.E.A. funds are allocated to support training provided for reading coaches, classroom teachers, and school administrators to impact student achievement in response to legislative mandates and to meet our district goals.

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 elementary reading coach application and screening window opens in the fall of each school year. Elementary coach candidates must have a minimum of five years of teaching experience earning an effective or highly effective rating for the past three consecutive years. Elementary coach candidates must be elementary certified. A masters degree in reading or reading endorsement is preferred.

The secondary reading coach application and screening window opens in the spring of each year. Secondary coach candidates must have a minimum of three years of teaching experience, with all three years at an effective or highly effective rating. Secondary coach candidates must hold a reading endorsement or a master degree in reading.

Both elementary and secondary coach candidates must complete an extensive screening process prior to being admitted into the reading coach training cadre. Candidates must submit a recommendation from a current principal and current reading coach along with video evidence of effective lesson delivery and an application providing inservice records and candidate response to district-created questions aligned to the job description. The coach candidates then go through a modified Haberman interview process. The reading coach training members must complete a minimum of 150-200 hours of extensive coach training over the course of a one year period prior to being permitted to interview for current site-based reading coach positions.

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

Forest Hills, Sheehy, Sullivan Partnership, Just, Broward, Burney, Cleveland, Crestwood, Dover, Edison, Folsom, Foster, Graham, Ippolito, Mango, McDonald, Mort, Oak Grove, Oak Park, Pالم River, Potter, Robles (2) , Ruskin, Shaw, Springhead, Thonotosassa, Brooker T. Washington, Wimauma Elementary Schools. Pizzo and Sulphur Springs K-8 Schools, and McLane, Sligh, Greco, and Memorial Middle Schools

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

Yes. Sites were identified by their FSA data and/or status in the Differentiated Accountability categories of comprehensive support and improvement, targeted support and improvement, and/or Lowest 300 designation.

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

- a. Elementary:30
- b. Middle:6
- c. High:0

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

HCPS implements a student-focused coaching model. The effectiveness of the literacy coaches in successfully implementing the district coaching model is determined by several factors including analysis of student achievement data, the effectiveness of coach- provided professional development determined through observation of classroom implementation and teacher evaluation of coach-provided professional development experiences. Differentiation of coach-provided support is evidenced by coaching logs and evaluation data gathered by the principal using the district's Instructional Specialist Evaluation Rubric which is aligned to the district's teaching framework.

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

\$2,741,698.86

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?

Woodson K-8

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.

Woodson K-8 is implementing a first-year Reading Recovery program in K-2 that requires support for two reading intervention teacher leader units for its first implementation year. In addition, there are 37 reading resource teachers and 13 academic intervention specialists funded by Title I at elementary sites identified with greatest need.

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

- a. Elementary:2
- b. Middle:0
- c. High:0

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

\$150,000

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.:

The following supplemental materials address the need to provide explicit, systematic, sequential, multisensory intervention strategies for use in addressing varied reading deficiencies including students identified with substantial reading difficulty. Elementary: HMH Journeys supplemental materials for intensive guided reading: Leveled Readers, Decodable Readers, Write-in Readers, Intervention Tool Kit; i-Ready

Toolkit and Ready LAFS; Next Steps in Guided Reading Assessment Grades K-2 and 3-6, Next Steps: Guided Reading in Action K-2 and 3 and Up, Literacy Footprints K-3 and Grade 4; Leveled Literacy Intervention; and, culturally-responsive leveled and thematic classroom libraries. Middle and High School: Common Lit, Brightfish Learning, PCG Paths to College and Career, Perfection Learning: SAT and ACT Prep Books, and culturally responsive leveled and thematic classroom libraries .

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

\$3,188,174.46

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.

Additional funding for interventions is provided by Title I, III, I.D.E.A., Advanced Academics, and S.A.I.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. SRC Supervisor Name:Debra Lewis

2. Email Address:debra.lewis@sdhc.k12.fl.us

3. Phone Number:813 272-4992

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

Lanier, Tampa Bay Blvd, West Tampa, Alexander, Bellamy, Citrus Park, Town and Country, Westchase, Claywell, Heritage, Lewis, Miles, Mort, Tampa Palms, Witter, Carrollwood, Graham, Oak Grove, Potter, Sulphur Springs, Bing, FishHawk Creek, Ippolito, Symmes, Bailey, Buckhorn, Dover, Robinson, Colson, Foster, Seffner, Yates, Reddick, Riverview, Ruskin, Summerfield Crossings Elementaries and Dorothy Thomas Exceptional Student Education Center

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

a. Start Date:June 11, 2018

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

c. Number of instructional hours per day in reading:4.75

d. End Date:July 19, 2018

e. Total number of instructional hours of reading:104 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.?

Yes

7. What is the anticipated teacher/student ratio?

12:1

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

No

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

On-going i-Ready student program data, i-Ready Diagnostic #4, portfolio assessments including HMH Journeys cold reads, running records, DRA2, and Reading Grade 3 Portfolio Assessments. Summer camp classroom walk-throughs will be conducted by site-based summer camp directors and district ELA staff.

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

| | |
|---|----------------|
| Estimated proportional share distributed to district charter schools | \$902,349.92 |
| District expenditures on reading coaches | \$2,741,698.86 |
| District expenditures on intervention teachers | \$150,000 |
| District expenditures on supplemental materials or interventions | \$3,188,174.46 |
| District expenditures on professional development | \$1,827,590.76 |
| District expenditures on summer reading camps | \$600,000 |
| District expenditures on additional hour for school on the list of 300 lowest performing elementary schools | 0 |
| Flexible Categorical Spending | 0 |
| Sum of Expenditures | \$9,409,814.00 |
| Amount of district research-based reading instruction allocation for 2018-2019 | \$9,409,814.00 |

APPENDIX A

2017-18 K-12 Comprehensive Reading Plan Review Meeting Agenda English Language Learners April 11, 2018

Attendance: Director of Literacy, K-12, Supervisor for ELL, District Resource Teacher for ELL, ELL Parent and Community Liaison, Coordinator for Literacy K-12

Review of 2018-19 K-12 CRP Guidance Document

- **Proficiency, Growth, and Achievement Gap Data**
 - **Decision on revising of district goals**
- **K-12 CRP focus on providing support for students with greatest need**

Review of ELL Focus

- **Alignment of K-12 CRP goals and strategies with Title III goals and strategies**
 - **Data Collection and Review**
 - **Review of proposed literacy data analysis process leading to the segmentation plan focused on support to schools**
 - **Curriculum**
 - **Alignment of Developmental ELA course curriculum and semester exam to standards-based focus**
 - **Instructional Materials**
 - **Support of providing culturally relevant, multi-cultural materials for core classrooms**
 - **Professional Development**
 - **Differentiation for ELL students**
 - **Cooperative learning and multiple intelligences**
 - **Vocabulary acquisition**
 - **Selection and use of complex text for ELLs**
 - **Standards-aligned instruction**
 - **Strategies for Culturally and Linguistically Responsive Teaching**
 - **Use of Ellevation Education Software**
 - **Provides access to student ELL students' individual data**
 - **Creation of instructional plan for individual students**
 - **Provides instructional strategies to support ELLs**

Next steps:

- **ELL reviews alignment with the K-12 CRP focus to ensure clarity of language and intent**
- **Integrate ELL-specific mandates and support systems into the responses of the K-12 CRP section**

**2018-19 K-12 Comprehensive Reading Plan
Review Meeting Agenda
Exceptional Student Education
April 10, 2018**

Attendance: Director of Literacy K-12, General Director for Exceptional Student Education, Supervisors for Elementary and Secondary ESE, Elementary, Middle and High School ELA and Reading Supervisors, Coordinator for Literacy K-12

Review of 2017-18 K-12 CRP Guidance Document

- **Proficiency, Growth, and Achievement Gap Data**
 - **Decision on revising of district goals**
- **K-12 CRP focus on providing support for students with greatest need**

Review of SP & P, Section 6, on Florida DOE website

- **Alignment of K-12 CRP goals and strategies with SP& P**
 - **Discussion of least restrictive environment**
 - **Discussion of graduation for students on Access points**
 - **Review of the use of progress monitoring tools**
 - **Review of proposed literacy data analysis process leading to the segmentation plan focused on support to schools**
 - **Discussion about inclusion district way of work**
 - **Curriculum**
 - **Co-Teach literacy support in general education classroom**
 - **Self-contained classroom literacy support**
 - **Resource literacy support for instructional planning**
 - **Instructional Materials**
 - **Review and access to supplemental literacy support materials**
 - **Professional Development**
 - **RIMT training for ESE VE teachers**
 - **UDL Digital Tools to Support Learners**
 - **UDL One “Byte” at a Time**
 - **Specialized instruction**
 - **Technology for Student Success: Tools to Support Reading**
 - **Differentiation**
 - **Overview of the Disabled Reader**
 - **Intervention Strategies for Vocabulary**
 - **Intervention Strategies for Foundational Reading**
- **FDLRS support**

Next steps:

- **ESE reviews SP&P for alignment with the K-12 CRP focus to ensure clarity of language and intent**
- **Integrate ESE-specific mandates and support systems into the responses of the K-12 CRP section**

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

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

Decision Tree 1 (DT1) Grades K-2

Grades K-2

| Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
|---|---|---|--|---|
| <p>Kindergarten-2nd Grade</p> <p>Administer i-Ready Diagnostic</p> | <p>Assessment Period 1: August 2018-September 2018</p> <p>Assessment Period 2: December 2018-January 2019</p> <p>Assessment Period 3: March 2019 – May 2019</p> <p>Parent Notification Parents of students with a reading deficiency will be notified in writing at set times throughout the school year.</p> | <p>Student's i-Ready Overall Reading Diagnostic percentile is at or above the 40th percentile (TIER 1)</p> <p>Student's Star Early Literacy Fall percentile is at or above the 56th percentile</p> | <p>Continue with enhanced instruction that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, oral language, phonological awareness, phonics, and fluency at the word and/or connected text level.</p> | <p>Houghton Mifflin Harcourt Journeys 2014 Comprehensive Core Reading/Language Arts Program (CCRP)</p> <p>Whole Group instructional support through district created weekly Planning Support Tools referencing HMH Journeys, Comprehension Toolkit, and other supplemental and district-created materials</p> <p>Differentiated support through Guided Reading with advanced strategies for higher level comprehension, vocabulary, oral language, phonological awareness, phonics, and fluency</p> <p>Application of comprehension strategies through district-created ELA Close Reading modules</p> |

| Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
|---|---|--|---|--|
| <p>Kindergarten-2nd Grade</p> <p>Administer i-Ready Diagnostic</p> | <p>Assessment Period 1: August 2018-September 2018</p> <p>Assessment Period 2: December 2018-January 2019</p> <p>Assessment Period 3: March 2019 – May 2019</p> <p>Parent Notification Parents of students with a reading deficiency will be notified in writing at set times throughout the school year.</p> | <p>Student's i-Ready Overall Reading Diagnostic score is between the 21st and 39th percentile (TIER 2)</p> <p>Student's Star Early Literacy Fall percentile is between the 21st and 55th percentile</p> | <p>Analyze i-Ready Diagnostic reports and Star Early Literacy reports to determine targeted instruction in skill deficit.</p> <p>Determine if students are improving with computer-adapted instruction. If additional instruction is needed, use recommended i-Ready lessons in a small group, teacher-directed remedial setting. Mark the check boxes and add optional intervention notes on the Priority report after the instruction is delivered.</p> <p>Note: Students scoring in this range will receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</p> | <p>Houghton Mifflin Harcourt Journeys 2014 Comprehensive Core Reading/Language Arts Program (CCRP)</p> <p>Whole Group instructional support through district created weekly Planning Support Tools referencing HMH Journeys, Comprehension Toolkit, and other supplemental and district-created materials</p> <p>Daily differentiated support through Guided Reading with targeted instructional support for comprehension, vocabulary, oral language, phonological awareness, phonics, and fluency</p> <p>Application of comprehension strategies through district-created ELA Close Reading modules with scaffolding and support as needed</p> <p>HMH Reading Toolkit Grades 1-3 HMH Write in Reader Grades 1- 5 iReady (K-5)</p> <p>Daily small group differentiated intervention targeted to meet student's instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block.)</p> <p>Use the profile of scores to determine areas of strengths and weaknesses to target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language.</p> |
| <p>If students 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.</p> | | | | |

| Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
|---|---|--|---|--|
| Kindergarten-2nd Grade Administer i-Ready Diagnostic | Assessment Period 1: August 2018-September 2018 Assessment Period 2: December 2018-January 2019 Assessment Period 3: March 2019 – May 2019 Parent Notification* Parents of students with a reading deficiency will be notified in writing at set times throughout the school year. | Student's i-Ready Overall Reading Diagnostic score is between the 1st and 20th percentile (TIER 3) Student's Star Early Literacy Fall percentile is between the 1st and 20th percentile The above Tier 3 students are considered to have substantial reading difficulty. | Analyze i-Ready and Priority reports, i-Ready reports, and Star Early Literacy reports to determine needs of students. Combine computer-adapted instruction with teacher-led intervention. Identify specific i-Ready lessons for sequential, targeted intervention. Track lessons provided to meet student needs as identified during assessments. | Houghton Mifflin Harcourt Journeys 2014 Comprehensive Core Reading/Language Arts Program (CCRP) Whole Group instructional support through district created weekly Planning Support Tools referencing HMH Journeys, Comprehension Toolkit, and other supplemental and district-created materials Daily differentiated support through Guided Reading and/or Intensive Guided Reading with targeted instructional support and remediation for comprehension, vocabulary, oral language, phonological awareness, phonics, and fluency Application of comprehension strategies through district-created ELA Close Reading modules with scaffolding and support as needed <ul style="list-style-type: none"> • HMH Reading Toolkit Grades 1-3 • HMH Write in Reader Grades 1- 5 • iReady (K-5) Daily small group or individualized differentiated intervention in addition to or an extension of the 90-minute reading block targeted to meet student's instructional needs Use the profile of scores to determine areas of strengths and weaknesses and target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language. Individually designed combinations of these programs, materials, and strategies will be intentionally put in place to support each Tier 3 student with a substantial reading difficulty. |
| If students 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. | | | | |
| *The parent of any student who exhibits a substantial deficiency in reading (Tier 3) will be notified in writing of the following: <ol style="list-style-type: none"> 1. That the child has been identified as having a substantial deficiency in reading. 2. A description of the current services that are provided to the child. 3. A description of the proposed supplemental instructional services and supports that will be provided. 4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause. 5. Strategies for parents to use in helping their child succeed in reading proficiency. 6. That the state test is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion. 7. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. | | | | |

Decision Tree 1 (DT1) Grades 3-5

Grades 3-5

| Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
|--|---|---|---|--|
| <p>3rd – 5th Grade</p> <p>Administer i-Ready</p> <p>Retained Grade 3 students who scored an FSA-ELA level 1 are automatically identified for Tier 3 interventions for MTSS.</p> <p>Students scoring FSA-ELA Level 1 or Level 2 in Grades 4 or 5 are identified for Tier 2 and/or Tier 3 interventions for MTSS.</p> <p>Progress monitoring data from i-Ready and FSA standards aligned assessments are used to provide targeted intervention for both groups listed above.</p> | <p>Assessment Period 1: September - October 2018</p> | <p>Student’s i-Ready Diagnostic score in Overall Reading is at or above the 40th percentile (Tier 1)</p> | <p>Provide instruction that follows a developmental reading continuum and incorporates high-level reasoning skills, higher level comprehension strategies, vocabulary, oral language, word analysis, and fluency to meet grade level standards.</p> | <p>Houghton Mifflin Harcourt Journeys 2014 Comprehensive Core Reading/Language Arts Program (CCRP)</p> |
| | <p>Assessment Period 2: December 2018 - January 2019</p> <p>Assessment Period 3: March - May 2019</p> <p>Parent Notification* Parents of students with a reading deficiency will be notified in writing at set times throughout the school year.</p> | <p>FSA Scale Score: 300-385</p> | <p>Consider individual students’ strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction.</p> | <p>Whole Group instructional support through district created weekly Planning Support Tools referencing HMH Journeys, Comprehension Toolkit, and other supplemental and district created materials</p> <p>Differentiated support through Guided Reading with advanced strategies for higher level comprehension, vocabulary, oral language, phonics, and fluency</p> <p>Application of comprehension strategies through district created LDC and ELA Close Reading modules</p> |
| | | <p>Student’s i-Ready Diagnostic scores in Overall Reading and reading comprehension are below the 40th percentile (Tier 2) &</p> | <p>Provide enhanced instruction that follows a developmental reading continuum and incorporates high-level reasoning skills, higher level comprehension strategies, vocabulary,</p> | <p>Houghton Mifflin Harcourt Journeys 2014 Comprehensive Core Reading/Language Arts Program (CCRP)</p> <p>Whole Group instructional support through district created weekly Planning Support Tools referencing HMH Journeys, Comprehension Toolkit, and other</p> |

| | | | | |
|--|--|--|---|--|
| | | <p>i-Ready foundational skills (Phonological Awareness, Phonics, High-Frequency Words) and vocabulary are “tested out” or are above the 40th percentile (Tier 1)</p> <p>FSA Scale Score: 240-320</p> | <p>oral language, word analysis, and fluency to meet grade level standards.</p> <p>Consider individual students’ strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction.</p> | <p>supplemental and district created materials</p> <p>Application of comprehension strategies through district created ELA Close Reading modules with scaffolding and support as needed</p> <p>Daily differentiated support through Guided Reading with targeted instructional support for comprehension, vocabulary, oral language, phonics, and fluency</p> <p>Use the profile of scores to determine areas of strengths and weaknesses to target intervention with phonics, vocabulary, fluency, and comprehension.</p> <p>Daily small group differentiated intervention targeted to meet student’s instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block.)</p> <p>HMH Reading Toolkit Grades 3 HMH Literacy Toolkit Grades 4-5 HMH Write in Reader Grades 3-5 iReady (K-5)</p> <p>* see Materials/Activities Chart</p> |
| <p>All students receive at least 120 minutes of ELA instruction daily. Those in non-low 300 schools receive an additional 30 minutes daily of MTSS intervention, enhancement, or enrichment depending on student need. Those in the lowest 300 schools receive an additional 60 minutes per day of MTSS intervention, enhancement, or enrichment depending on student need.</p> | | | | |

| Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
|--|---|---|--|---|
| <p>3rd – 5th Grade</p> <p>Administer i-Ready</p> <p>Retained Grade 3 students who scored an FSA-ELA level 1 are automatically identified for Tier 3 interventions for MTSS.</p> <p>Students scoring FSA-ELA Level 1 or Level 2 in Grades 4 or 5 are identified for Tier 2 and/or Tier 3 interventions for MTSS.</p> <p>Progress monitoring data from i-Ready and FSA standards aligned assessments are used to provide targeted intervention for both groups listed above.</p> | <p>Assessment Period 1: September - October 2018</p> <p>Assessment Period 2: December 2018 - January 2019</p> <p>Assessment Period 3: March - May 2019</p> <p>Parent Notification* Parents of students with a reading deficiency will be notified in writing at set times throughout the school year.</p> | <p>Student's i-Ready Diagnostic scores in Overall Reading are between the 21st and 39th percentile (Tier 2) FSA Scale Score:240-320</p> | <p>Provide enhanced instruction that follows a developmental reading continuum and incorporates high-level reasoning skills, higher level comprehension strategies, vocabulary, oral language, word analysis, and fluency to meet grade level standards. Consider individual students' strengths & weaknesses in decoding, vocabulary, and comprehension for targeting small group instruction. Assess fluency (rate, accuracy and expression) through having the student orally read a passage.</p> <p>* If the student reads fluently, then work on comprehension strategies.</p> <p>* If the student struggles with reading fluently, then work on strategies addressing fluency (rate and accuracy).</p> <p>* If the student has a high error rate, provide instruction in phonics and decoding (letter/sound patterns, syllable types, syllable division, affixes, blending, etc.) and opportunities to apply within connected text.</p> <p>Note: Students scoring in this range may need to receive intensified interventions (more time and smaller group size) in addition to or an extension of the 90-minute reading block.</p> | <p>"Houghton Mifflin Harcourt Journeys 2014 Comprehensive Core Reading/Language Arts Program (CCRP)</p> <p>Whole Group instructional support through district created weekly Planning Support Tools referencing HMH Journeys, Comprehension Toolkit, and other supplemental and district created materials</p> <p>Application of comprehension strategies through district created ELA Close Reading modules with scaffolding and support as needed</p> <p>Daily differentiated support through Guided Reading and/or Intensive Guided Reading with targeted instructional support and remediation for comprehension, vocabulary, oral language, phonological awareness, phonics, and fluency</p> <p>Use the profile of scores to determine areas of strengths and weaknesses to target intervention with phonics, vocabulary, fluency, and comprehension.</p> <p>Daily small group differentiated intervention targeted to meet student's instructional needs (Students will need intervention in addition to or an extension of the 90-minute reading block.)</p> <p>HMH Reading Toolkit Grades 3 HMH Literacy Toolkit Grades 4-5 HMH Write in Reader Grades 3-5 iReady (K-5)</p> <p>* see Materials/ Activities Chart ** Use EasyCBM, student work samples, written responses, oral responses, comprehension checks, fluency checks, and running records to monitor progress in each of the targeted skills and standards between Assessment Periods."</p> |
| <p>All students receive at least 120 minutes of ELA instruction daily. Those in non-low 300 schools receive an additional 30 minutes daily of MTSS intervention, enhancement, or enrichment depending on student need. Those in the lowest 300 schools receive an additional 60 minutes per day of MTSS intervention, enhancement, or enrichment depending on student need.</p> | | | | |

| Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
|---|--|---|--|---|
| <p>3rd – 5th Grade</p> <p>Administer i-Ready</p> <p>Retained Grade 3 students who scored an FSA-ELA level 1 are automatically identified for Tier 3 interventions for MTSS.</p> <p>Students scoring FSA-ELA Level 1 or Level 2 in Grades 4 or 5 are identified for Tier 2 and/or Tier 3 interventions for MTSS.</p> <p>Progress monitoring data from i-Ready and FSA standards aligned assessments are used to provide targeted intervention for both groups listed above.</p> | <p>Assessment Period 1: September - October 2018</p> <p>Assessment Period 2: December 2018 - January 2019</p> <p>Assessment Period 3: March - May 2019</p> <p>Parent Notification* Parents of students with a reading deficiency will be notified in writing at set times throughout the school year.</p> | <p>Student's i-Ready Overall Reading Diagnostic score is between the 1st and 20th percentile (TIER 3)</p> <p>Student's Star Early Literacy Fall percentile is between the 1st and 20th percentile</p> <p>The above Tier 3 students are considered to have substantial reading difficulty.</p> | <p>Analyze i-Ready and Priority reports, i-Ready reports, and Star Early Literacy reports to determine needs of students.</p> <p>Combine computer-adapted instruction with teacher-led intervention. Identify specific i-Ready lessons for sequential, targeted intervention. Track lessons provided to meet student needs as identified during assessments.</p> | <p>Houghton Mifflin Harcourt Journeys 2014 Comprehensive Core Reading/Language Arts Program (CCRP)</p> <p>Whole Group instructional support through district created weekly Planning Support Tools referencing HMH Journeys, Comprehension Toolkit, and other supplemental and district-created materials</p> <p>Daily differentiated support through Guided Reading and/or Intensive Guided Reading with targeted instructional support and remediation for comprehension, vocabulary, oral language, phonological awareness, phonics, and fluency</p> <p>Application of comprehension strategies through district-created ELA Close Reading modules with scaffolding and support as needed</p> <p>HMH Reading Toolkit Grades 1-3 HMH Write in Reader Grades 1- 5 iReady (K-5)</p> <p>Daily small group or individualized differentiated intervention in addition to or an extension of the 90-minute reading block targeted to meet student's instructional needs</p> <p>Use the profile of scores to determine areas of strengths and weaknesses and target intervention with phonological awareness, letter-sound correspondence, vocabulary, and oral language.</p> <p>Individually designed combinations of these programs, materials, and strategies will be intentionally put in place to support each Tier 3 student with a substantial reading difficulty.</p> |
| <p>All students receive at least 120 minutes of ELA instruction daily. Those in non-low 300 schools receive an additional 30 minutes daily of MTSS intervention, enhancement, or enrichment depending on student need. Those in the lowest 300 schools receive an additional 60 minutes per day of MTSS intervention, enhancement, or enrichment depending on student need.</p> | | | | |
| <p>*The parent of any student who exhibits a substantial deficiency in reading will be notified in writing of the following:</p> <ol style="list-style-type: none"> 1. That the child has been identified as having a substantial deficiency in reading. 2. A description of the current services that are provided to the child. 3. A description of the proposed supplemental instructional services and supports that will be provided. 4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause. 5. Strategies for parents to use in helping their child succeed in reading proficiency. 6. That the state test is not the sole determiner of promotion and that additional evaluations, portfolio reviews, and assessments are available to the child to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion. 7. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level. | | | | |

| ACCESS for ELLs 2.0 | | | | |
|--|--|---|---|--|
| Grades K-2 ACCESS for ELLS 2.0 | | | | |
| Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
| ACCESS for ELLs 2.0 (Annual Assessment) Or WIDA Model | Administered in the spring of each school year; results are provided to districts in June; monitoring occurs annually at the beginning of the school year. | ...the student scores less than 3.0 in reading and receives an overall composite proficiency level of 3.0 or less | ...provide individualized instruction that targets the student's language acquisition needs across the domains of language based on the student's individualized WIDA ELL Plan. | ELlevation Platform and Strategies Language and Literacy web-based programs (i.e., Edmentum – Reading Eggs, etc.) |
| Grades 3-5 | | | | |
| Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
| ACCESS for ELLs 2.0 (Annual Assessment) Or WIDA Model | Administered in the spring of each school year; results are provided to districts in June; monitoring occurs annually at the beginning of the school year. (WIDA Model is administered during the school year for students with incomplete or expired data.) | ...the student scores less than 3.0 in reading and receives an overall composite proficiency level of 3.0 or less | ...provide individualized instruction that targets the student's language acquisition needs across the domains of language based on the student's individualized WIDA ELL Plan. | ELlevation Platform and Strategies Language and Literacy web-based programs (i.e. Edmentum – Reading Eggs, Imagine Learning, etc.) |

**K-12 Literacy Plan
Decision Tree
Grade 6-8**

| DT 2-Model 1-Intervention Model-Differentiated Reading Classroom | | | | |
|---|--|---|--|--|
| Grades 6-8 | | | | |
| Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
| All Level 1 and Level 2 students FAIR-FS AP1 | Assessment Period 1 August 2018- September 2018 | FSA-ELA Scale Score: 321-397 Level 3-Level 5 | Students will be scheduled in Regular/Honors Language Arts only OR The students will be scheduled in an Elective Advanced or Advanced Honors Reading Course (course numbers 10080205; 10080200; 10080805) and regular/Honors Language Arts Course. | Grades 6-8 Regular and Honors Language Arts-SpringBoard; Classroom Novel Sets. Grades 6-8 Advanced and Advanced Honors Reading-Literacy Design Collaborative; Classroom Novel Sets (47 minute Class period) |
| | Assessment Period 2 December 2018- January 2019 | | | |
| | Assessment Period 3 March 2019-May 2019 | | | |
| All students enrolled in a reading course: Commonlit Standards-Based Interim Assessments | Assessment 1 August 2018- September 2018 | FSA-ELA Scale Score 304-332 | Students will be scheduled in Regular/Honors Language Arts And Students will be scheduled in Developmental Reading Course(100001055; 100001075;100001095) | Grades 6-8 Regular and Honors Language Arts-SpringBoard; Classroom Novel Sets Grades 6-8 PCG-Paths to College and Career; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute class period) |
| | Assessment 2 November 2018 | | | |
| | Assessment 3 January 2019 | FSA-ELA Scale Score 285-303 | Students will be scheduled in Regular/Honors Language Arts And | Grades 6-8 Regular and Honors Language Arts-SpringBoard; Classroom Novel Sets |
| | Assessment 4 March 2019 | | | |

| | | | | |
|---|--|--|---|---|
| <p style="text-align: center;">ACCESS for ELLs 2.0 (Annual Assessment) Or WIDA Model</p> | <p style="text-align: center;">Administered in the spring of each school year; results are provided to districts in June; monitoring occurs annually at the beginning of the school year. (WIDA Model is administered during the school year for students with incomplete or expired data.)</p> | | <p>Students will be scheduled in Intensive Developmental Reading course (10000101;10001021+100001022)</p> | <p>Grade 6 National Geographic Inside Level B; Classroom Novels; Six Minute Solutions; REWARDS (47 minute class period) Grade 7 HMH Read180 (100 Minute Class period) Select sites Grade 7 if no HMH Read180- PCG Paths to College and Career(47 minute class period) Grade 8 PCG Paths to College and Career (47 minute class period)</p> <p>Grades 6-8 Brightfish Learning Program; Six Minute Solutions; REWARDS</p> |
| | | <p>FSA ELA Scale Score 257-292</p> | <p>Students will be scheduled in Intensive Intensive Reading Course with an Intensive Language Arts Course (1000010A;1000010B;100010C)</p> | <p>Grade 6-8 Literacy Design Collaborative;Classroom Novel Sets; Brightfish Learning Program; Six Minute Solutions; REWARDS (100 Minute Block Class Period)</p> |
| | | <p>Student scores less than 3.0 in reading and receives an overall composite proficiency level of 3.0 or less</p> | <p>Students will be scheduled into MJ Developmental Language Arts according to his/her proficiency level Provide individualized instruction that targets the student’s language acquisition needs across the domains of language based on the student’s individualized WIDA ELL Plan.</p> | <p>- ELlevation Platform and Strategies Language and Literacy web-based programs (i.e. Imagine Learning, etc.)</p> |

| DT 2-Model 2-Reading Classroom | | | | |
|--|--|--|---|--|
| Grades 6-8 | | | | |
| Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
| <p>All Level 1 and Level 2 Students *FAIR-FS AP1</p> <hr/> <p>All Students enrolled in a reading course: *Commonlit Standards-Based Interim Assessments</p> <hr/> <p>ACCESS for ELLs 2.0 (Annual Assessment) Or WIDA Model</p> | <p>Assessment Period 1 August 2018-September 2018</p> <p>Assessment Period 2 December 2018-January 2019</p> <p>Assessment Period 3 March 2019-May 2019</p> | <p>FSA-ELA Scale Score: 321-397 Level 3-Level 5</p> | <p>Students will be scheduled in Regular/Honors Language Arts only OR The students will be scheduled in an Elective Advanced or Advanced Honors Reading Course (course numbers 10080205; 10080200; 10080805) and regular/Honors Language Arts Course.</p> | <p>Grades 6-8 Regular and Honors Language Arts-SpringBoard; Classroom Novel Sets.</p> <p>Grades 6-8 Advanced and Advanced Honors Reading-Literacy Design Collaborative; Classroom Novel Sets (47 minute Class Period)</p> |
| | <p>Assessment 1 August 2018-September 2018</p> <p>Assessment 2 November 2018</p> <p>Assessment 3 January 2019</p> <p>Assessment 4 March 2019</p> | <p>FSA-ELA Scale Score 257-332</p> | <p>Students will be scheduled in Regular/Honors Language Arts And Students will be scheduled in Developmental Reading Course(100001055; 100001075;100001095)</p> | <p>Grades 6-8 Regular and Honors Language Arts-SpringBoard; Classroom Novel Sets</p> <p>Grades 6-8 PCG-Paths to College and Career; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute Class period)</p> <p>Grades 6-8(Level 1 Students) Brightfish Learning Program</p> |
| | <p>Administered in the spring of each school year; results are provided to districts in June; monitoring occurs annually at the beginning of the school year. (WIDA Model is administered during the school year for students with incomplete or expired data.)</p> | <p>Student scores less than 3.0 in reading and receives an overall composite proficiency level of 3.0 or less</p> | <p>Students will be scheduled into MJ Developmental Language Arts according to his/her proficiency level Provide individualized instruction that targets the student's language acquisition needs across the domains of language based on the student's individualized WIDA ELL Plan.</p> | <p>- ELLevation Platform and Strategies Language and Literacy web-based programs (i.e. Imagine Learning, etc.)</p> |

| DT 2-Model 3-Blended | | | | |
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| Grades 6-8 | | | | |
| Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
| <p>All Level 1 and Level 2 Students *FAIR-FS AP1</p> <hr/> <p>All Students enrolled in a reading course: *Commonlit Standards-Based Interim Assessments</p> <hr/> | <p>Assessment Period 1 August 2018-September 2018</p> <p>Assessment Period 2 December 2018-January 2019</p> <p>Assessment Period 3 March 2019-May 2019</p> | <p>FSA-ELA Scale Score: 321-397 Level 3-Level 5</p> | <p>Students will be scheduled in Regular/Honors Language Arts only OR The students will be scheduled in an Elective Advanced or Advanced Honors Reading Course (course numbers 10080205; 10080200; 10080805) and regular/Honors Language Arts Course.</p> | <p>Grades 6-8 Regular and Honors Language Arts-SpringBoard; Classroom Novel Sets.</p> <p>Grades 6-8 Advanced and Advanced Honors Reading-Literacy Design Collaborative; Classroom Novel Sets (47 minute Class Period)</p> |
| | <p>Assessment 1 August 2018-September 2018</p> <p>Assessment 2 November 2018</p> <p>Assessment 3 January 2019</p> <p>Assessment 4 March 2019</p> | <p>FSA-ELA Scale Score 257-332</p> | <p>Option 1 Students will be scheduled in Regular/Honors Language Arts And Students will be scheduled in Developmental Reading Course(100001055; 100001075;100001095)</p> <hr/> <p>Option 2 Students will be scheduled in Regular/Honors Language Arts And Students will be scheduled in an Identified Content Course with a literacy focus</p> | <p>Grades 6-8 Regular and Honors Language Arts-SpringBoard; Classroom Novel Sets</p> <p>Grades 6-8 PCG-Paths to College and Career; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute Class period) Grades 6-8(Level 1 Students) Brightfish Learning Program</p> <hr/> <p>Grades 6-8 Regular and Honors Language Arts-SpringBoard; Classroom Novel Sets</p> <p>Literacy infused content-specific curriculum</p> |

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| <p>ACCESS for ELLs 2.0 (Annual Assessment) Or WIDA Model</p> | <p>Administered in the spring of each school year; results are provided to districts in June; monitoring occurs annually at the beginning of the school year. <i>(WIDA Model is administered during the school year for students with incomplete or expired data.)</i></p> | <p>Student scores less than 3.0 in reading and receives an overall composite proficiency level of 3.0 or less</p> | <p>Students will be scheduled into MJ Developmental Language Arts according to his/her proficiency level Provide individualized instruction that targets the student's language acquisition needs across the domains of language based on the student's individualized WIDA ELL Plan.</p> | <p>- ELlevation Platform and Strategies Language and Literacy web-based programs (i.e. Imagine Learning, etc.)</p> |
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**K-12 Literacy Plan
Decision Tree
Grade 9-12**

| DT 3-Model 1-Intervention Model-Differentiated Reading Classroom | | | | |
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| Grades 9-12 | | | | |
| Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
| <p>All Level 1 and Level 2 students FAIR-FS AP1 and AP2</p> <hr/> <p>All students enrolled in a reading course: Commonlit Standards-Based Interim Assessments</p> | <p>Assessment Period 1 August 2018-September 2018</p> <p>Assessment Period 2 December 2018-January 2019</p> <p>Assessment Period 3 March 2019-May 2019</p> | <p>9th Grade FSA-ELA Scale Score: 337-403 Level 3-Level 5</p> | <p>Students will be scheduled in Regular/Honors English only OR The students will be scheduled in an Elective Advanced Reading and/or Semantics and Logic Course (course numbers 10083205; 10043005) and regular/Honors English Course.</p> | <p>Grade 9 Regular and Honors English-SpringBoard; Classroom Novel Sets.</p> <p>Grade 9 Advanced Reading and Semantics and Logic-Literacy Design Collaborative; Classroom Novel Sets (47 minute Class period)</p> |
| | <p>Assessment 1 August 2018-September 2018</p> <p>Assessment 2 November 2018</p> <p>Assessment 3 January 2019</p> <p>Assessment 4 March 2019</p> | <p>Grades 9-10 FSA-ELA Scale Score 322-349</p> | <p>Students will be scheduled in Regular/Honors English And Students will be scheduled in Grade 9 Reading 1 or Grade 10 Reading 2C Course(10083001; 1008310C)</p> | <p>Grades 9-10 Regular and Honors English-SpringBoard; Classroom Novel Sets</p> <p>Grade 9-National Geographic Edge Level B; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute class period)</p> <p>Grade 10-PCG Paths to College and Career; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute class period)</p> |
| | | | <p>Grade 9 FSA-ELA Scale Score 296-321</p> | <p>Grade 9 Students will be scheduled in Regular/Honors English And</p> |

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| | | Students will be scheduled in Intensive Reading 2 course (100041002) | Grade 9 if no HMH Read180- National Geographic Edge Level A (47 minute class period) Grade 9 Brightfish Learning Program; Six Minute Solutions; REWARDS |
| | Grade 9 FSA ELA Scale Score 274-295 | Grade 9 Students will be scheduled in Regular/Honors English And Students will be scheduled in Intensive Reading 1 course (100041001) | Grade 9 Regular and Honors English-SpringBoard; Classroom Novel Sets Grade 9 HMH Read180 (100 Minute Class period) Select sites Grade 9 Brightfish Learning Program; Six Minute Solutions; REWARDS |
| | Grade 10 FSA ELA Scale Score 276-327 | Grade 10 Students will be scheduled in Regular/Honors English And Students will be scheduled in Reading 2B (1008310B) | Grade 10 Regular and Honors English-SpringBoard; Classroom Novel Sets Grade 10 National Geographic Edge Level C Grade 10 Brightfish Learning Program; Six Minute Solutions; REWARDS |
| | Grade 11 FSA ELA Scale Score 284-349 | Grade 11 Level 1 and Level 2 Students will be scheduled in Regular/Honors English And Students will be scheduled in JR FSA/SAT PREP (10083303) | Grade 11 Regular and Honors English-SpringBoard; Classroom Novel Sets FSA Bootcamp Resources, Literacy Design Collaborative (District Created), SAT Preparation-Amsco Preparing for the New SAT Evidence-Based Reading and Writing, Khan Academy |
| | Grade 12 FSA ELA Scale Score 284-349 | Grade 12 Level 1 and Level 2 Students will be scheduled in Regular/Honors English And Students will be scheduled in SR FSA/ACT PREP (10004104) | Grade 12 Regular and Honors English-SpringBoard; Classroom Novel Sets FSA Bootcamp Resources, Teenagement Modules, ACT Preparation-Amsco Preparing for the ACT Evidence-Based Reading and Writing, Khan Academy |

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| <p style="text-align: center;">ACCESS for ELLs 2.0 (Annual Assessment) Or WIDA Model</p> | <p style="text-align: center;">Administered in the spring of each school year; results are provided to districts in June; monitoring occurs annually at the beginning of the school year. (WIDA Model is administered during the school year for students with incomplete or expired data.)</p> | <p>Students scores less than 3.0 in reading and receives an overall composite proficiency level of 3.0 or less</p> | <p>Students will be scheduled into MJ Developmental Language Arts according to his/her proficiency level Provide individualized instruction that targets the student’s language acquisition needs across the domains of language based on the student’s individualized WIDA ELL Plan.</p> | <p>- ELLevation Platform and Strategies Language and Literacy web-based programs (i.e. Imagine Learning, etc.)</p> |
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DT 3-Model 2 –Reading Classroom

Grades 9-12

| Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
|---|--|---|---|---|
| <p>All Level 1 and Level 2 students FAIR-FS AP1 and AP2</p> <hr/> <p>All students enrolled in a reading course: Commonlit Standards-Based Interim Assessments</p> | <p>Assessment Period 1 August 2018-September 2018</p> <p>Assessment Period 2 December 2018-January 2019</p> <p>Assessment Period 3 March 2019-May 2019</p> | <p>9th Grade FSA-ELA Scale Score: 337-403 Level 3-Level 5</p> | <p>Students will be scheduled in Regular/Honors English only OR The students will be scheduled in an Elective Advanced Reading and/or Semantics and Logic Course (course numbers 10083205; 10043005) and regular/Honors English Course.</p> | <p>Grade 9 Regular and Honors English-SpringBoard; Classroom Novel Sets.</p> <p>Grade 9 Advanced Reading and Semantics and Logic-Literacy Design Collaborative; Classroom Novel Sets (47 minute Class period)</p> |
| | <p>Assessment 1 August 2018-September 2018</p> <p>Assessment 2 November 2018</p> <p>Assessment 3 January 2019</p> <p>Assessment 4 March 2019</p> | <p>Grades 9-10 FSA-ELA Scale Score 274-336</p> | <p>Students will be scheduled in Regular/Honors English And Students will be scheduled in Grade 9 Reading 1 or Grade 10 Reading 2C Course(10083001; 1008310C)</p> | <p>Grades 9-10 Regular and Honors English-SpringBoard; Classroom Novel Sets</p> <p>Grade 9-National Geographic Edge Level B; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute class period)</p> <p>Grade 10-PCG Paths to College and Career; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute class period) Level 1 students- Brightfish Learning Program</p> |
| | | <p>Grade 11 FSA ELA Scale Score 284-349</p> | <p>Grade 11 Level 1 and Level 2 Students will be scheduled in Regular/Honors English And</p> | <p>Grade 11 Regular and Honors English-SpringBoard; Classroom Novel Sets</p> |

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| <p>ACCESS for ELLs 2.0 (Annual Assessment) Or WIDA Model</p> | | | Students will be scheduled in JR FSA/SAT PREP (10083303) | FSA Bootcamp Resources, Literacy Design Collaborative (District Created), SAT Preparation-Amsco Preparing for the New SAT Evidence-Based Reading and Writing, Khan Academy |
| | | <p>Grade 12 FSA ELA Scale Score 284-349</p> | <p>Grade 12 Level 1 and Level 2 Students will be scheduled in Regular/Honors English And Students will be scheduled in SR FSA/ACT PREP (10004104)</p> | <p>Grade 12 Regular and Honors English-SpringBoard; Classroom Novel Sets</p> <p>FSA Bootcamp Resources, Teenagement Modules, ACT Preparation-Amsco Preparing for the ACT Evidence-Based Reading and Writing, Khan Academy</p> |
| | <p>Administered in the spring of each school year; results are provided to districts in June; monitoring occurs annually at the beginning of the school year. (WIDA Model is administered during the school year for students with incomplete or expired data.)</p> | <p>Students scores less than 3.0 in reading and receives an overall composite proficiency level of 3.0 or less</p> | <p>Students will be scheduled into MJ Developmental Language Arts according to his/her proficiency level Provide individualized instruction that targets the student's language acquisition needs across the domains of language based on the student's individualized WIDA ELL Plan.</p> | <p>- ELLevation Platform and Strategies Language and Literacy web-based programs (i.e. Imagine Learning, etc.)</p> |

| DT 3-Model 3-Blended | | | | |
|---|--|---|--|---|
| Grades 9-12 | | | | |
| Progress Monitoring Assessments | Dates | If | Then | Program/Materials/Strategies |
| <p>All Level 1 and Level 2 Students *FAIR-FS AP1</p> <hr/> <p>All Students enrolled in a reading course: *Commonlit Standards-Based Interim Assessments</p> | <p>Assessment Period 1 August 2018-September 2018</p> <p>Assessment Period 2 December 2018-January 2019</p> <p>Assessment Period 3 March 2019-May 2019</p> | <p>9th Grade FSA-ELA Scale Score: 337-403 Level 3-Level 5</p> | <p>Students will be scheduled in Regular/Honors English only OR The students will be scheduled in an Elective Advanced Reading and/or Semantics and Logic Course (course numbers 10083205; 10043005) and regular/Honors English Course.</p> | <p>Grade 9 Regular and Honors English-SpringBoard; Classroom Novel Sets.</p> <p>Grade 9 Advanced Reading and Semantics and Logic-Literacy Design Collaborative; Classroom Novel Sets (47 minute Class period)</p> |
| | <p>Assessment 1 August 2018-September 2018</p> <p>Assessment 2 November 2018</p> <p>Assessment 3 January 2019</p> <p>Assessment 4 March 2019</p> | <p>Grades 9-10 FSA-ELA Scale Score 274-336</p> | <p>Option 1 Students will be scheduled in Regular/Honors English And Students will be scheduled in Grade 9 Reading 1 or Grade 10 Reading 2C Course(10083001; 1008310C)</p> <hr/> <p>Option 2 Students will be scheduled in Regular/Honors English</p> | <p>Grades 9-10 Regular and Honors English-SpringBoard; Classroom Novel Sets</p> <p>Grade 9-National Geographic Edge Level B; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute class period)</p> <p>Grade 10-PCG Paths to College and Career; Classroom Novel Sets; Six Minute Solutions; REWARDS (47 minute class period) Level 1 students- Brightfish Learning Program</p> <hr/> <p>Grades 9-10 Regular and Honors English-SpringBoard; Classroom Novel Sets</p> |

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|---|---|--|---|--|
| <p>ACCESS for ELLs 2.0 (Annual Assessment) Or WIDA Model</p> | <p>Administered in the spring of each school year; results are provided to districts in June; monitoring occurs annually at the beginning of the school year. <i>(WIDA Model is administered during the school year for students with incomplete or expired data.)</i></p> | | <p>And Students will be scheduled in an Identified Content Course with a literacy focus</p> | Literacy infused content-specific curriculum |
| | | <p>Student scores less than 3.0 in reading and receives an overall composite proficiency level of 3.0 or less</p> | <p>Students will be scheduled into MJ Developmental Language Arts according to his/her proficiency level Provide individualized instruction that targets the student's language acquisition needs across the domains of language based on the student's individualized WIDA ELL Plan.</p> | <p>- ELLevation Platform and Strategies Language and Literacy web-based programs (i.e. Imagine Learning, etc.)</p> |

APPENDIX C

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

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

Section 1: Contact Information

- 1. District name:** Hillsborough County Public Schools
- 2. Contact name for schools covered on this plan:** Lynn Dougherty-Underwood
- 3. Contact phone number:** 813 272-4924
- 4. Contact email:** lynn.dougherty-underwood@sdhc.k12.fl.us
- 5. Schools covered by this plan:** B.T. Washington, Shaw, Potter, Dover, Forest Hills, James, Kimbell, Edison, Miles, Just, Graham, Oak Park, Reddick, McDonald, Palm River, Jackson, Robles, Sheehy, Burney, Folsom, Bing, Broward, Clairmel, Kenly, Mort, Cleveland, Thompson, Ruskin, Wimauma, Bryan, Foster, Gibstonton, Mango, Pizzo, Thonotosassa, Springhead, Lamb, Village of Excellence Academy

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:** 7:40 a.m.
- 2. School dismissal time:** 12:55 p.m. on early release Monday; 1:55 p.m. Tuesday - Friday
- 3. Total number of instructional minutes per day:** 235 minutes on early release Monday; 295 Tuesday-Friday
- 4. Minutes per day of reading instruction (must be at least 150):** 150 minutes on early release Monday; 178 minutes Tuesday-Friday

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.**

Each school site identifies students earning a Level 4 or 5 on the statewide standardized English Language Arts assessment. Students are served by differentiating instruction through flexible grouping using computer-assisted, adaptive literacy software and integrated research projects.

APPENDIX C

- 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.**

Each school has an assigned human resource partner who assists the schools in recruiting and hiring effective teachers based on their state VAM score and their teacher evaluation rating. The Achievement School teachers, of which all but one of the L300 schools are a part, go through rigorous screening to ensure teachers are rated effective or higher as a part of the Differentiated Accountability process. Teachers are tiered by level of effectiveness to ensure that appropriate support is provided.

- 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.**

A blended approach to computer-adapted and face-to-face systematic, multi-sensory instruction is designed to personalize instruction and allow for teacher-directed, differentiated instruction to meet and accelerate learning gains. i-Ready computer-assisted instruction is scheduled 60 minutes per week for students and provides personalized instruction that assesses students' growth three times during the school year and designs a personalized instructional pathway based on assessment data. Ready LAFS, science and social studies text passages, and writing sequential sets are used in differentiating teacher-directed, scaffolded instruction based on student need. Evaluations of the i-Ready and Ready LAFS implementation are conducted to measure fidelity of implementation and student growth.

The district conducted an i-Ready evaluation for the 2017-18 school year. I-Ready spring diagnostic assessment was highly correlated to the Florida Standards Assessment in ELA at all grade levels. In 3rd grade i-ready reading to FSA ELA was correlated at a .86, in 4th grade a .84, and at 5th grade a .85. The Lowest 300 school sites showed an increase from 17.3% to 19.2% in on-Level i-Ready scores for grades 1-5.

- 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.**

Based on our approved K-12 Comprehensive Reading plan Decision Trees for K-2 and 3-5, screening, diagnostic, and progress monitoring assessments are used to inform and guide differentiation of instruction. i-Ready data, FAIR-FS, reading and writing interim data along with census data such as FSA and Access data that are aligned to standards are used to guide flexible grouping and guide lesson planning based on real-time data.

APPENDIX C

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

Areas of greatest need are identified and prioritized by using the approved K-12 Comprehensive Reading Plan, Decision Trees for K-2 and 3-5. Use of instructional tools and supports such as the Intervention Toolkit, Journey's Language and Literacy Guide, the i-Ready Toolbox, and the Ready LAFS materials coupled with appropriate instructional scaffolding and metacognitive strategies ensure that all areas of the reading process are appropriately addressed through explicit and systematic instruction.

- 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.**

Science and social studies texts and tasks are integrated throughout the ELA core block and the 60 minutes of additional instruction. Purposeful, interactive read alouds aligned with grade level standards are used to support ELA core and intervention instruction. Literacy Design Collaborative modules are designed as a cross-curricular integration of ELA, social studies, and science texts and tasks. Science and mathematics instruction is being aligned to the expectations of the district-wide literacy focus on the *Visible Learning for Literacy in Mathematics and Science* approaches found the Fisher, Frey, and Hattie research-based model.