Alachua 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: Jennifer Wise
Contact Email: wisejl@gm.sbac.edu
Contact Telephone: (352) 955-7444

District-Level Leadership

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

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

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

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	52	54	57	58	55	59	60

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	*	25	*	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	44	40	45	39	45	34	29
White/Hispanic	16	14	20	16	19	13	10
Economically Disadvantaged/Non-Economically Disadvantaged	39	35	38	34	43	30	26
Students with Disabilities/Students without Disabilities	46	42	48	42	46	36	30
English Language Learners/ Non-English Language Learners	26	23	27	23	22	20	17

* 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.**

   We prioritize the use of our funds to support the implementation of the extended hour of literacy instruction at our schools scoring in the Lowest 300. This additional hour of instruction has helped to eliminate two of our schools from the list, and we are optimistic that we will have even fewer schools on the list for 2018-19. However, we have budgeted an amount similar to the one emcumbered in previous years to ensure adequate funding. We will make adjustments to our budget depending on this year's results.

   Literacy Coaches provide intensive job-embedded professional development and support, both directly to ELA teachers as well as with school-based instructional coaches. We plan to fund three elementary, one middle, and two .33 high school positions. The elementary Literacy Coaches are assigned to groups of schools. The middle school Literacy Coach supports all of our middle schools. The high school Literacy Coaches support teachers at our turnaround school, Hawthorne Middle High School. Our Secondary ELA teacher specialist will directly support our other high school ELA teachers.

   We plan to purchase a few supplemental materials to support teachers and students at each grade level. Istation will be purchased at the elementary level. This software provides teachers with student assessment data and suggested interventions to support MTSS. The program is combined with other core and supplemental materials to provide students with multisensory literacy instruction. Write Score will be used to support teachers and students in the middle grades. This standards-aligned resource provides teachers with student assessment data as well as data-driven resources to support student growth in language arts. Turn-It-In will be used at the high school level. This resource provides teachers with a platform to provide real-time, quality feedback to students in order to help them improve their language arts performance.

   We are very fortunate to have great partners through our Office of Professional Development and ESE/Student Services Department to support us with professional development. We will continue working with them to provide our teachers with information about identifying and supporting students with reading deficiencies. The amount budgeted here will allow us to provide standards-based curriculum planning professional development to our teachers as well as to support our ELA professional learning communities.

   In addition, we budgeted our proportionate share to be distributed to our charter schools. We determined this share based on student enrollment.

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?**

      Kristopher Bracewell supervises our district progress monitoring system. Principals of schools of all grade levels collect and report quarterly progress monitoring data via data chats with our Deputy Superintendent, Ms. Donna Jones. Kevin Berry, our Elementary Supervisor, collects and reviews Istation's ISIP data monthly for all Elementary Schools.

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.**

K-5 – ISIP monthly assessments, our district progress monitoring system AIMS assessments (which measures students' mastery of the Florida Standards based on the schedule outlined our district curriculum maps) quarterly. Schools use the assessments from the core curriculum for additional, more frequent progress monitoring.

6-12 – Our district progress monitoring system AIMS assessments (which measures students' mastery of the Florida Standards based on the schedule outlined our district curriculum maps) quarterly. Schools use the assessments from the core curriculum for additional, more frequent progress monitoring.

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

Depending on availability of data and the needs of the school, data is collected and reviewed monthly or quarterly. The data of schools in differentiated accountability is reviewed more frequently, and additional district support is provided based on the information from that data.

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

Jennifer Taylor, ESE Supervisor, oversees our district's multi-tiered system of supports. She works with our school counselors to ensure all students receive appropriate interventions.

5. **In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:**

A. **Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?**

Jennifer Wise, Executive Director of K-12 Curriculum, ensures all classroom instruction is aligned to grade-level standards.

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

Principals share this information with Mrs. Wise through principal data chats. Additionally, Mrs. Wise is able to access observations of all teachers. These observations, both formal and informal, indicate the level at which lessons are aligned to the standards.

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

Formal observations occur two or three times per year. Informal observations (snapshots) occur regularly, biweekly or monthly. Principal data chats are collected quarterly.

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?**

        Meaghan Monaghan, Media Supervisor, works in partnership with other curriculum staff and school media specialists, to ensure informational texts are readily available to all students.

    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?**

        Ms. Monaghan conducts biannual inventories and reviews monthly circulation data with media specialists at each school. If any needs exist, Ms. Monaghan, with the support of district curriculum specialists, will provide school administrators with recommendations of which texts may be needed. If funds are not available, Ms. Monaghan works with our Office of Project Development and Education Foundation to seek any available grant opportunities.

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?**

        Donna Kidwell, Executive Director of ESE/Student Services will ensure that UDL principles are being utilized in classrooms. Isa Carter, Director of Professional Development, and Regina Currens, ESE Supervisor, will ensure that all administrators and classroom instructors are offered training.

    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)?**

        Jennifer Wise, Executive Director of Curriculum is working to have UDL expressly added to our instructional framework. At this time, school administrators use multiple criteria through several domains to ensure teachers are providing instruction accessible to all learners through effective planning and implementation.

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

        Though school administrators enter in formal observation data each semester, and informal snapshot more frequently, Mrs. Wise can access this data at the district level at any time through our instructional management system.

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?**

    Isa Carter, Director of Professional Development

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

    $25,000

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?

    Isa Carter, Director of Professional Development and Kevin Berry, Curriculum Supervisor

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

    FDLRS provided training to us at no cost to our district during the 2017-18 school year. Volunteer teachers, coaches, and administrators attended the training. In 2018-19 we plan to expand the professional development to school-based training teams. These teams will provide professional development to all of the stakeholders (administrators, teachers, coaches, applicable paraprofessionals) at their schools. We also plan to further utilize our partners working with the James Patterson Literacy Challenge schools to develop additional PD opportunities.

<u>**Reading/Literacy Coaches**</u>

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

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

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

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

   Our three elementary literacy coaches support all of our elementary schools. All but one of our elementary schools has a FCIMS instructional coach funded through Title I. The literacy coaches work with the FCIM coaches to support teachers with professional development and mentoring. Our elementary literacy coaches spend additional time working with coaches and teachers at Idylwild, Metcalfe, Lake Forest, Rawlings, and Terwilliger (our four schools scoring in the lowest 300, as well as our one elementary school currently in turnaround).

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

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

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

   Our literacy coaches prioritize time and resources to schools in Differentiated Accountability, are on the list of lowest performing schools, or who whose ELA data indicates significant achievement gaps.

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

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

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

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

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

   $326,200 (estimated)

Supports for Identification and Intervention of Students With Reading Deficiencies

Districts are required to submit Identificaiton 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?**

   N/A

2. **Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

   N/A

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

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

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

Schools use their school-based Title I allocations to fund reading intervention teachers. All of our elementary schools (with the exception of High Springs Community School, which is K-8) receive Title I Funds.

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

IStation Reading, TurnItIn, WriteScore, TeEngagement

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

180,938

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 Intruction Allocation, please list the funding source.**

We also use Title I Funds to purchase supplemental materials.

Summer Reading Camps

Please complete the following questions regarding SRC.

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

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

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

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

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

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

a. **Start Date:**June 6, 2018
b. **Which days of the week is SRC offered:**Monday - Thursday
c. **Number of instructional hours per day in reading:**5
d. **End Date:**June 28, 2018
e. **Total number of instructional hours of reading:**70

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

   Yes

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

   1:12

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

   No

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

   Istation ISIP data from day 1 and the final day will be compared.

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	92,700
District expenditures on reading coaches	326,200
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	180,938
District expenditures on professional development	25,000
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	700,000
Flexible Categorial Spending	0
	Sum of Expenditures	1,324,838
	Amount of district research-based reading intruction allocation for 2018-2019	1,324,838

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K-12 Comprehensive Research-Based Reading Plan
Collaborative Planning Team Meeting
Curriculum - Professional Development - ESOL - ESE/Student Services
April 26, 2018

1. Reducing the achievement gap – Goals for 2020

2. Walking through the plan

3. Alignment with other plans – SIPs, SP&P, ELL plan, PD MIP

4. Connections to UDL

5. Questions/Discussion

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;

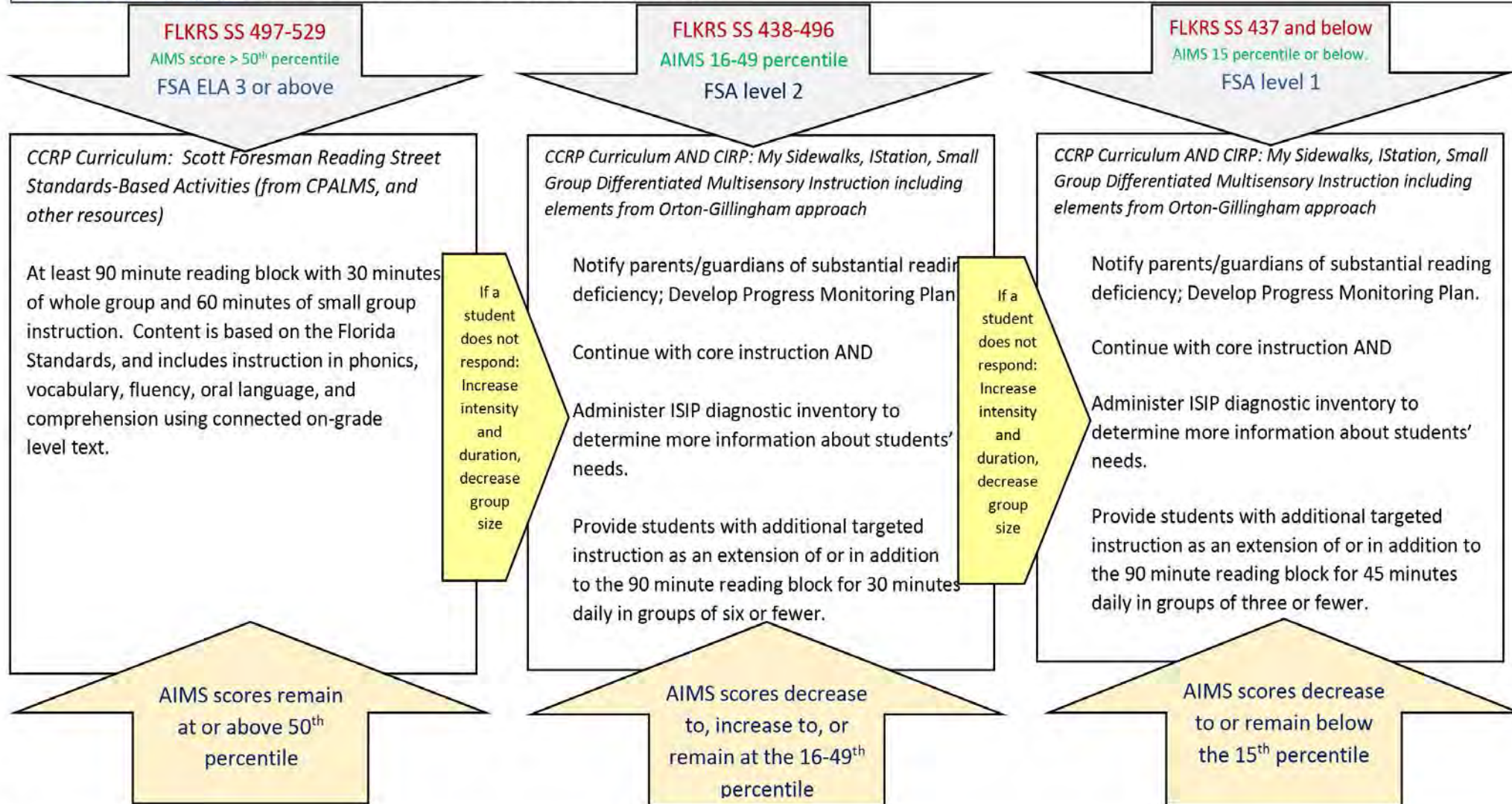# ELEMENTARY SCHOOL IDENTIFICATION/INTERVENTION DECISION TREE
2018-19

ASSESSMENTS USED FOR IDENTIFICATION:

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

Grade 1, 2, 3: 2017-18 District End-of-Course ELA Exams

Grade 3 (retained), 4, 5: 2016-17 Florida Standards Assessments ELA Score

FLKRS SS 497-529	FLKRS SS 438-496	FLKRS SS 437 and below
AIMS score > 50th percentile	AIMS 16-49 percentile	AIMS 15 percentile or below.
FSA ELA 3 or above	FSA level 2	FSA level 1

CCRP Curriculum: Scott Foresman Reading Street Standards-Based Activities (from CPALMS, and other resources)	*CCRP Curriculum AND CIRP: My Sidewalks, IStation, Small Group Differentiated Multisensory Instruction including elements from Orton-Gillingham approach*	*CCRP Curriculum AND CIRP: My Sidewalks, IStation, Small Group Differentiated Multisensory Instruction including elements from Orton-Gillingham approach*
At least 90 minute reading block with 30 minutes of whole group and 60 minutes of small group instruction. Content is based on the Florida Standards, and includes instruction in phonics, vocabulary, fluency, oral language, and comprehension using connected on-grade level text.	Notify parents/guardians of substantial reading deficiency; Develop Progress Monitoring Plan Continue with core instruction AND Administer ISIP diagnostic inventory to determine more information about students' needs. Provide students with additional targeted instruction as an extension of or in addition to the 90 minute reading block for 30 minutes daily in groups of six or fewer.	Notify parents/guardians of substantial reading deficiency; Develop Progress Monitoring Plan. Continue with core instruction AND Administer ISIP diagnostic inventory to determine more information about students' needs. Provide students with additional targeted instruction as an extension of or in addition to the 90 minute reading block for 45 minutes daily in groups of three or fewer.

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

AIMS scores remain at or above 50th percentile	AIMS scores decrease to, increase to, or remain at the 16-49th percentile	AIMS scores decrease to or remain below the 15th percentile

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

MIDDLE SCHOOL IDENTIFICATION/INTERVENTION DECISION TREE
2018-19

ASSESSMENTS USED FOR IDENTIFICATION:
Grades 6-8: 2017-18 Florida Standards Assessments ELA Score

FSA ELA score of 3 or above	FSA ELA score of 2	FSA ELA score of 1

No additional diagnostic assessment will be administered. Students will continue to receive instruction in a dedicated reading course in accordance with our Student Progression Plan. Students will use the Perfection Learning series in their reading class and the Code X series in their Language Arts class and additional resources including Newsela, LAFS FSA Review texts, USA Test Prep, Moby Max.

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

Scholastic Reading Inventory will be administered. Students will be considered candidates for intensive reading courses where instruction will follow the whole and small group differentiated instruction as outlined in Read 180 and/ or the Perfection Learning series with small group reading interventions and additional resources including Newsela, LAFS FSA Review texts, USA Test Prep, and Moby Max. Co-teach and support facilitation models will be implemented when appropriate. Out-of-class instruction will be provided in the form of weekend,

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

Scholastic Reading Inventory will be administered. Students will receive intensive intervention. Instruction will include small group work focused on foundational reading skills such as decoding and vocabulary in context. The teachers will continue to use the Read 180 curriculum and/ or the Perfection Learning series with small group reading interventions and additional resources including Newsela, LAFS FSA Review texts, USA Test Prep, and Moby Max. Co-teach and support facilitation models will be implemented when appropriate. Out-of-class instruction will be provided in the form of weekend, after-school and lunch time reading and standards-based

AIMS scores remain at or above 50th percentile

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

AIMS scores decrease to or remain below the 16th percentile

ASSESSMENTS USED FOR PROGRESS MONITORING:
Grade 6-8: Alachua Instructional Monitoring System, October, January, March, and May

HIGH SCHOOL IDENTIFICATION/INTERVENTION DECISION TREE
2018-19

Alachua County Public Schools

ASSESSMENTS USED FOR IDENTIFICATION:

Grades 9-12: 2017-18 Florida Standards Assessments ELA Score

FSA ELA score of 3 or above

FSA ELA score of 2

FSA ELA score of 1

Students will continue in regular or Honors English as assigned by course level and will not be assigned to any additional reading course. These students will continue to use the HMH Collections curriculum and additional resources including USA Test Prep, AP course offerings, Newsela, CommonLit, Read Think, Read Theory, and Khan Academy.

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

Scholastic Reading Inventory and/ or Teengagement pre/ post tests will be administered. Students will be considered as candidates for Reading courses wherein intensive instruction will be provided in vocabulary and comprehension strategies. Co-teach and support facilitation models will be implemented when appropriate. The curriculum used for this will be Teengagement from PW Impact and additional resources including ACT and SAT test prep and USA Test Prep. Out-of-class instruction will be provided in the form of weekend, after-school and lunch time reading and standards-based interventions.

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

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

AIMS scores remain at or above 50th percentile

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

AIMS scores decrease to or remain below the 16th percentile

ASSESSMENTS USED FOR PROGRESS MONITORING:

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

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

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

1. **School start time:** 7:45
2. **School dismissal time:** Monday, Tuesday, Thursday, and Friday at 2:52, Wednesday at 1:37
3. **Total number of instructional minutes per day:** 362
4. **Minutes per day of reading instruction (must be at least 150):** 180

Section 3. Instructional Design

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

   As of September 14th, all students with scores of levels 4 and 5 are participating in the extra hour of instruction at all schools. Teachers use data to determine the instruction required to support the needs of all students—including those that need enrichment. These students will engage in activities that address standards at the highest levels of complexity as well as activities that begin to approach standards from the next grade level.

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.**

   Principals appoint teachers who have demonstrated effectiveness in teaching reading based on district progress monitoring data. If a teacher volunteers to teach during the extended hour, but does not have data (such as a teacher who teaches other courses), then that teacher will work under the supervision of a teacher who has demonstrated effectiveness.

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.**

   Schools utilize a variety of options depending on the needs of their students as determined by data. Each option has evidence to support its use, but much of it we have not used before. Our schools are continuing to use Ready Florida as supplemental curriculum. Data indicates that resource provides students with additional standards-based practice, and has impacted student growth as measured by district progress monitoring assessments. However, we determined a need for additional resources to support students' foundational understanding of reading. New this year, several of our schools utilize the IRLA, which provides a systematic assessment along with a toolkit for teachers to use to provide specific interventions for their students. These interventions specifically target students' growth areas in phonics, phonemic awareness, fluency, and vocabulary. Other schools have chosen to utilize SIPPS from the Center for Collaborative Classroom. This resource utilizes social-emotional learning content also to support students' decoding, encoding, fluency, and vocabulary. We plan to closely analyze district progress monitoring data to determine the progress students are making based on this instruction. We will make adjustments as necessary.

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.**

   Principals engage in data chats with our Deputy Superintendent quarterly. As a part of these chats, principals describe how their teachers are meeting the needs of their students based on assessments. In addition, we are utilizing Istation, which allows us to access reports specifying specific learning needs. We are providing professional development this year which will show our teachers how to document, monitor, and

track their interventions and their impact on their students. We will monitor this at a district level using Istation's reporting system.

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.**

   Principals and their leadership teams review their student data to determine the resources and professional development needed at their school. They report these needs to district staff, and together we develop plans for providing schools with access to these resources. Different schools may use different resources or request different professional development, but at every school, choices are made in order to provide students with targeted, systematic instruction in the foundations of reading. In addition to the IRLA and SIPPS, an increasing number of teachers have been trained in using the Orton-Gillingham approach to multisensory instruction and the small group implementation of the University of Florida Literacy Initiative foundational literacy strategies. All teachers at Metcalfe, Idylwild, and Lake Forest are participating in a yearlong (and beyond) professional learning partnership with the James Patterson Literacy Challenge Program. Each teacher receives additional support from a JPLC literacy coach, and receives on-going needs-based literacy professional development by experts from the University of Florida. Shell is currently beginning the application process to join the JPLC partnership in the spring. Teachers at Alachua, Rawlings, Idylwild, and Terwilliger have received training on the use of Winning Reading Boost, a program supported by UF's Lastinger Center for Learning. Winning Reading Boost uses music and other strategies to help fill gaps in foundational understanding of students in the intermediate grades. Students' responses to these instructional techniques is monitored via our district assessment system, utilizing the ISIP (Istation's Indicator of Progress) and the AIMS (the Alachua Instructional Monitoring System). Additionally, our principals and assistant principals conduct regular classroom visits. We plan to train our administrators with what to look for when observing their teachers, and this information will be tracked in the Alachua County Instructional Improvement System.

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.**

   Schools only utilize resources that include a majority of informational text, including social studies, science, and mathematics. District and school-based coaches receive monthly professional development from curriculum team members, including content

area specialists. These content area specialists provide professional development which includes strategies to integrate ELA and the content areas, such as DBQs (document-based questions in social studies), annotating mathematical texts, and C-E-Rs (Claim-Evidence-Reasoning) in Science. Elementary ELA curriculum maps incorporate social studies texts as resources grouped by the Language Arts Florida Standards, and online curriculum resources in Science provide links to lessons which incorporate the C-E-R structure. School and district coaches provide feedback to curriculum staff about the ways in which these strategies are implemented at schools, and what types of additional professional development or resources may be helpful.

Our instructional framework, part of our teacher evaluation system, incorporates the use of language arts and reading strategies throughout all content areas. Principals document teacher observations through the Alachua County Instructional Improvement System.