Bradford 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: Sherree Alvarez
Contact Email: alvarez.sherree@mybradford.us
 Contact Telephone: (904) 966-6816

District-Level Leadership

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

1. **Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016 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	40	41	38	43	41	45	46

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	41	43	40	45	46	47	48

State Achievement 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	22	22	20	20	23	18	16
White/Hispanic	0	0	0	0	2	0	0
Economically Disadvantaged/Non-Economically Disadvantaged	18	17	17	15	20	13	11
Students with Disabilities/Students without Disabilities	28	26	29	24	29	22	19
English Language Learners/ Non-English Language Learners	0	0	0	0	0	0	0

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

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

The expenditures from the allocation are utilized to impact student achievement by providing professional development, Reading Coaches and Reading Intervention Teachers. The professional development supports teachers in acquiring the knowledge and skills to become better reading teachers. The reading coaches provided embedded classroom support, individualized professional development, and data analysis support to help strengthen teachers knowledge and delivery. They are also responsible for helping to monitor student growth and determine instructional needs. The reading intervention teacher instructs the students who are deficient in reading. They are responsible for identifying students needs and providing instruction that meets the needs and closes the achievement gap. In relation to the goals, each of these expenditures provides the support for teachers and/or students so that students can continue to improve which will impact the student achievement gap.

3. **In regard to district-level monitoring of student achievement progress, please address the following:**

A. **Who at the district level is responsible for collecting and reviewing student progress monitoring data?**

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

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

For the 18-19 School Year, the District will use data from Renaissance STAR / STAR Early Literacy to track progress towards district goals for all grades K - 12.

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

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

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

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

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

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

The Elementary Coordinator for Instruction and Learning (also the K-12 Reading Plan Coordinator) is responsible for ensuring classroom instruction is aligned to grade-level FL Standards for grades K-12. The Secondary Coordinator for Instruction and Learning isco-responsible for ensuring classroom instruction is aligned to grade-level FL Standards for grades 6-12.

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

Pacing guides, curriculum maps, lesson plans, administrator observation data and progress monitoring reports on standards mastery will provide evidence that classroom instruction is aligned to grade-level FL Standards.

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

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

6. **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 Elementary Coordinator for Instruction and Learning is responsible for ensuring that schools have access to informational text for content area in a variety of mediums in grades K-2. The Secondary Coordinator for Instruction and Learning is co-responsible for ensuring that schools have access to informational text for content area in a variety of mediums in grades 6-12.

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?**

Several measures will be taken to ensure that the schools increase the amount and variety of complex text used to teach complex comprehension tasks. District wide curriculum maps will ensure that time is designated in the school year for teaching with complex text, multiple text to include different mediums. A special focus will be placed on choosing articles with content that aligns to the social studies and science standards of the grade level. Within the maps, benchmarks or concepts that lend themselves to in-depth discussion, reflection, writing, multiple text, various mediums and comprehension demanded by complex text will be identified for teachers. Additional resources including but not limited to Read Works.org, myOn News, USATest Prep, NewsELA, online newspapers, and CommonLit, will be utilized to provide a variety of mediums.

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

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

The Elementary & Secondary Coordinator for Instruction and Learning, as well as the Director of Exceptional Student Education will be responsible for ensuring that all classroom instruction is accessible to the full range of learners using UDL principles.

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

Evidence will be collected through school and district administration walkthroughs. The alignment to Marzano's FTEM model Planning Competencies will help with identifying data within Bradford's observation system. Other classroom evidence reflected in lesson plans will also be included. A survey will be conducted after targeted UDL professional development.

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

Evidence from classroom walk-through data and teacher pre/post conferences will be continuous. The data will be reviewed mid-year and end of year. The survey data will be collected at the end of the year.

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

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

<u>Professional Development</u>

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 Assistant Superintendent is responsible for the district master inservice plan. The K-12 Reading Plan Director will collaborate with the Assistant Superintendent to incorporate any funded professional development from the Research-Based Instruction Allocation into the master inservice plan.

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

   $0 will be used from the Reading Allocation. Professional Development in reading is being provided through the State Personnel Development Grant (SPDG), NEFEC partnerships, The University of Florida and FDLRS, Title II, Title I, and district curriculum coordinators, and district-based reading coaches.
   .

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

   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 Assistant Superintendent is responsible for the district master inservice plan and works with the Northeast Florida Educational Consortium to update required changes into the master inservice plan. The K-12 Reading Plan Director/Coordinator of Teaching and Learning will collaborate with the Assistant Superintendent to identify and facilitate specific required trainings to ELA teachers at all grade levels.

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

   Dyslexia training was provided at no-cost through the University of Florida and FDLRS for ELA and instructional support staff, reading coaches, and district and school administrators.   As a followup to this training, the ELA teachers and staff , coaches and administrators received specific training on analyzing and using STAR ELA data to identify phonological and phonics intervention needs and how to use the Instructional Planning tool to implement the Dyslexia training guidance. The STAR training was provided via Title II professional development funds. Ongoing training in both of these areas for new teachers entering the school district will be provided by the district based reading coaches within the first 9 weeks of each school year.

   The reading coaches did provide specific professional development and coaching to individual and small groups of ELA teachers in best practices and strategies for phonics, vocabulary, fluency, and comprehension. These positions were funded through the Research-Based Reading Allocation.

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.**

   Reading Certified or Reading Endorsed, Teacher Evaluation is Effective or Highly Effective, Principal Recommendation based on observed teacher leadership traits, Data analysis has proven success with struggling students, and strong interpersonal communication skills with teachers and administrators.

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

   Although we do not have a reading/literacy coach specific to each school site, all schools have access to a district reading/literacy coach funded from the Research-Based Instruction Allocation.   The District recognizes that reading scores were higher when each school had a site-based coach before funding cuts. The District will maximize the use of the reading coaches with a strong focus on reading coaches leading the grade level team data meetings with administrators instead of focusing on only individual coaching and professional development. The District believes the small group approach with embedded discussion of best practices on real-time data will provide more impact than only individual coaching.
   .

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

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

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

   a. Elementary: One district K - 3 Coach, three part time supplements at outlying district schools.
   b. Middle: One district 4 - 8 Coach.
   c. High: One part time, site based reading coach

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

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

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

$130,000.00

Supports for Identification and Intervention of Students With Reading Deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. **Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?**

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

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

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

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

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

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

   $90,000.00 will cover the complete cost of salaries and benefits for the two reading coaches. Should any additional funds be necessary, they will come from Title 1 or Title II.

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.:**

   Curriculum Associates Ready LAFS Grades 3, 4, and 5.

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

   $10,800.00

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

   Title 1, Title 2 and Title 5 funding provide additional funding for these needs, including purchasing of supplemental phonemic awareness curriculum, supplemental reading comprehension resources, and professional development for multisensory interventions.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Sherree Alvarez

2. **Email Address:** alvarez.sherree@mybradford.us

3. **Phone Number:** 904-966-6816

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

   Starke Elementary School will host an SRC for the district's 3rd grade camp.

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

   a. **Start Date:** June 4, 2018.
   b. **Which days of the week is SRC offered:** Monday, Tuesday, Wednesday, Thursday
   c. **Number of instructional hours per day in reading:** 5.5
   d. **End Date:** June 28, 2018
   e. **Total number of instructional hours of reading:** 88

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

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

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

   10 students per 1 teacher

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

   Only third grade camp will be available this year.

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

   All SRC students will take the SAT-10 at the end of camp to see if they have improved enough to make the minimum concordant score to pass. Internally, the SRC students will participate in weekly fluency progress monitoring with goal setting and tracking of oral reading fluency. The increase in overall reading level based on data from myOn and STAR reading will also be reviewed.

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools		0 - not applicable
District expenditures on reading coaches		130,000
District expenditures on intervention teachers		90,000
District expenditures on supplemental materials or interventions		10,800
District expenditures on professional development		0
District expenditures on summer reading camps		15,386
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools		
Flexible Categorical Spending		
	Sum of Expenditures	246,186.00.
	Amount of district research-based reading instruction allocation for 2018-2019	246, 186.00

Bradford County School District
Comprehensive K-12 Reading Alignment

Friday, April 13 / 1:00 PM / Board Room Conference Room
ATTENDEES
Sherree Alvarez (Coordinator of Teaching/Learning and K-12 Reading Plan)
Barbara Johns (ESE Director and ELL Director)
AGENDA
Needs discussion
> Data overview / reflection
> What practices / strategies should our teachers be using? Co-teaching not working
smoothly
Planning
- Data collection with STAR and DAR
- MTSS - Tier 1 intervention emphasis (until we reach at least 60% proficiency)
- SIM Model (Strategic Instruction Model) implementation needs
- Only 6 ELL students in district
- May need more diagnostic data for Tier 2 / Tier 3
- ESE may provide I-Ready Reading for ESE students

NOTES
- **Need some updates to MTSS files on district site**
- **Staffing specialists may be at school sites next year**
  - ○ Can they collect H2 forms?

ACTION ITEMS
1. **Set calendar dates for district level review of PM data for 18-19**
2. Revised responsibilities / roles in MTSS if staffing specialists go to schools
3. Set up UDL PD for new teachers

NEXT WEEK'S AGENDA
Title 1 alignment

**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;

K – 2 Assessment and Curriculum Decision Tree

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
Kindergarten-2nd Grade Administer the STAR Early Literacy for all Kindergarten and Grade 1 students and the STAR Reading for all Grade 2 students	Assessment Period 1: August/ September 2018 Assessment Period 2: December /January 2019 Assessment Period 3: May 2018	Student's Percentile Rank places them as meets or exceeds grade level benchmark Scaled score of 497-529 for Kindergarten Percentile Rank of 30 or higher for 1st and 2nd.	Continue with initial instruction (ii) that follows a developmental reading continuum including instruction with higher level comprehension, vocabulary, phonics and fluency at the word and/or connected text level. Provide comprehension instruction, focusing on strategic listening/reading that includes explicit instruction in using before, during, and after comprehension strategies.	- Making Meaning -Small group differentiated instruction that focuses on before, during, and after reading strategies and the six components of reading - District-approved Supplemental Intervention Reading Program(s): Heggerty Phonemic Awareness / Ready Phonics - District Approved Phonics Program(s): CKLA Skills Strand -STAR Reading/ Edgenuity MyPathway for differentiation
		Student's Percentile Rank places them as <u>minimally below</u> grade level benchmark *K - Scaled score of 438-496* *1st and 2nd - Percentile Rank of 20-29* Student's Percentile Rank places them as **substantially below** grade level benchmark *K -Scaled score of 437 and below* *1st and 2nd - Below the 20th percentile rank*	Analyze data results, such as fluency checks to determine the level and content of daily differentiated intervention and to provide targeted, prescriptive instruction. **Note: Students scoring in the minimally or substantially below grade level benchmark category will receive immediate intensive intervention (*iii*) five days per week for a minimum of 30 - 45 minutes per day beyond the 90 minute reading block in groups of 5 – 7 students. Students will receive a district approved supplemental intervention program to targets deficits and address needs.**	- Heggerty Phonemic Awareness - District-approved Supplemental Intervention - STAR Reading / Edgenuity MyPath - District Approved Phonics Program(s): CKLA Skills Strand / Ready Phonics - Daily small group or individualized differentiated intervention targeted to meet student's instructional needs (immediate intensive intervention)

Parents are notified of their child's progress with STAR quarterly reports as well as interim and quarterly report cards that indicate on grade level progress. Should students not respond to specific reading intervention, for the upcoming year the district will: 1) provide support for investigating if areas of the instructional delivery component of the classroom are in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide; 3) provide support for investigating any areas of additional targeted support which could be provided through working with the school's Reading Leadership Team to solidify the support of the teachers in reinforcing reading skills. 4) MTSS process initiated with parent involvement and communication.

3 – 5 Assessment and Curriculum Decision Tree

Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies

Grade 3- 5
 	
Administer the STAR Reading for all Grade 3-5 students
 	
Administer the English/Language Arts Florida Standards Assessment for all students
	Assessment Period 1: August/ September 2018
	
	Assessment Period 2: Dec 18/Jan 19
	
	Assessment Period 3: April/May 2019
	
	(English/ Language Arts Florida Standards Assessment)
		Student's Percentile Rank is above the 20th PR
		
		or Spring 2018 FSA ELA is level 3-5
			Provide current levels of instruction in the high- level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.	-Making Meaning
				  -Small group differentiated instruction that focuses on before, during, and after reading strategies and the six components of reading
				  - District-approved Supplemental Intervention - Ready LAFS / STAR Reading /Edgenuity Pathways
				  - District Approved Phonics Program(s): Sipps or Ready Phonics
				   - myOn or STAR Reading for differentiation support

		Student is <u>minimally below</u> grade level benchmark with a STAR PR of 20 to 30 or FSA ELA Level 2
		OR
		Student is <u>substantially below</u> grade level benchmark with a STAR PR below 20 or FSA ELA Levels 1
			Analyze data results, such as fluency checks, to determine the level and content of daily differentiated intervention and to provide targeted, prescriptive instruction.
			
			Note: Students scoring in the minimally or substantially below grade level benchmark category will receive immediate intensive intervention (*iii*) five days per week for a minimum of 30 - 45 minutes per day beyond the 90 minute reading block in groups of 5 – 7 students. Students will receive a district approved supplemental intervention program to targets deficits and address needs.
				Ready LAFS Toolkit lessons
				-myOn
				  -Small group differentiated instruction that focuses on before, during, and after reading strategies and the six components of reading
				  - District-approved Supplemental Intervention Reading Program(s): STAR Reading / Edgenuity Pathways
				  - District Approved Phonics Program(s): Ready Phonics / Scholastic Multi-syllabic Words Study
				-myOn and STAR Reading or Edgenuity Pathways for differentiation support

Parents are notified of their child's progress with STAR quarterly reports as well as interim and quarterly report cards that indicate on grade level progress Should students not respond to specific reading intervention, for the upcoming year the district will: 1) provide support for investigating if areas of the instructional delivery component of the classroom are in need of support which could be provided through a) additional reading coach/administrative support, b) additional professional development or training, or c) teaming the teacher with a highly effective model teacher for assistance; 2) provide support for investigating if areas of curriculum effectiveness are in need of support which could be provided through the use of supplemental materials utilized during time allotted for differentiation of instruction as indicated in the district's pacing guide; 3) provide support for investigating any areas of additional targeted support which could beprovided through working with the school's Reading Leadership Team to solidify the support of the teachers in reinforcing reading skills. 4) MTSS process initiated with parent involvement and communication.

Bradford 6-8 Assessment and Curriculum
Decision Tree

Assessment	If	Then	Materials/Activities	Length/Duration of Intervention	Class Size Cap
FSA ELA Reading	Student scores Level 1 or Level 2 on FSA-ELA or does not have a state assessment score	Administer reading placement test or STAR Reading test. Use data to determine if student has decoding or text efficiency issues. If so, recommend placement in intensive reading with decoding support. If not, place in intensive reading or content area course with instructional supports.	Depending on results, placement in (6th – 8th) Intensive Reading using - Ready LAFS	6th – 8th = 45 minutes a day for entire semester	22 + 3
	Student scores Level 1 on FSA- ELA or reading placement test shows phonics deficits	Administer placement test for reading program to determine if **phonics** is a need. If so, recommend placement in intensive reading with a phonics component.	Phonics needed - Placement in Intensive Reading using: 6th – 8th STAR Reading or Edgenuity Pathblazer / Small group lessons using Scholastic Multi-syllabic word study or Ready Phonics.	6th – 8th = 45 minutes a day for entire semester.	22 + 3
	Student scores Level 2 on FSA- ELA or reading placement test shows fluency deficits	Administer placement test for reading program to determine if **fluency** is a need. If so, recommend placement in intensive reading with a fluency component.	Fluency needed - Placement in Intensive Reading using Heinemann LLI intervention or FCRR/Cold Reads resources in small groups :	6th – 8th = 45 minutes a day for entire semester.	22 + 3
	Student scores Level 2 on FSA- ELA or reading placement test shows vocabulary and/or comprehension deficits	Administer placement test for reading program to determine **vocabulary and/or comprehension** needs. Place in intensive reading or content area course with instructional supports.	Vocabulary/Comprehension needed - Placement in Intensive Reading using: Ready LAFS, STAR Reading / Edgenuity Pathways and Heinemman LLI intervention in small groups.	6th – 8th = 45 minutes a day for entire semester.	25

	Student scores Level 3-5 on FSA-ELA	Place in a reading class, advanced reading class or research class to continue support with LAFS standards through critical reading/writing/thinking opportunities with multiple text types and genres.	Support, differentiate, and enrich with STAR Reading or Edgenuity Pathblazer and myOn projects.	6th – 8th = 45 minutes a day for entire semester.	25

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

Leadership Team (PLC) and the content area teachers to solidify the support of the content area teachers in reinforcing the skills taught in the Intensive Reading classrooms.

Progress Monitoring Assessments	I f	The n	Programs/Materials/Strategies
STAR All FSA-ELA Levels	Student scores high FSA Success Probability (Green Zone) High Level 2	Continue to serve student in reading intervention. Provide current levels of instruction in the high-level reasoning skills, vocabulary, and reading comprehension strategies required to meet grade level standards.	6th - 8th: Ready LAFS / STAR Reading / Edgenuity Pathblazer /
STAR All FSA-ELA Levels	Student scores a FSA Success Probability score of 84% or less – Low level 1, High Level 1 or Low Level 2 (Yellow or Red Success Zone)	Continue to serve student in reading intervention; determine if student is properly placed by monitoring lexile growth. Use ongoing progress monitoring tools between assessment windows to ascertain progress.	6th – 8th : Heinemann LLI / STAR Reading / Edgenuity Pathblazer /
FSA ELA	Student scores L1 or L2	Implement the *Assessment and Curriculum Decision Tree*	As stated in the *Assessment and Curriculum Decision Tree*

STAR Reading and SEL

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

*HS (Grade 10) Spring ACT Reading College Readiness Score
**HS (Grade 10) Spring ACT English College Readiness Score
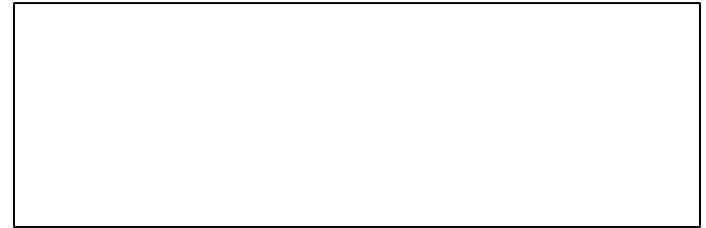
Bradford 9-12 Assessment and Curriculum Decision Tree

Assessment	If	Then	Materials/Activities	Length/Duration of Intervention	Class Size Cap
FSA ELA Reading	Student scores Level 1 or Level 2 on FSA-ELA or does not have a state assessment score	Administer reading placement test or STAR Reading test. Use data to determine if student has decoding or text efficiency issues. If so, recommend placement in intensive reading with decoding support. If not, place in intensive reading or content area course with instructional supports.	Depending on results, placement in (9th – 12th) Intensive Reading using - Ready LAFS / Townsend Press 10 Steps / Edgenuity Pathblazer or STAR Reading	9th -12th = 45 minutes per day for entire semester	22 + 3
	Student scores Level 1 on FSA- ELA or reading placement test shows phonics deficits	Administer placement test for reading program to determine if **phonics** is a need. If so, recommend placement in intensive reading with a phonics component.	Phonics needed - Placement in Intensive Reading using: STAR Reading or Edgenuity Pathblazer or Read 180. SIPPS Challenge advanced Phonics and Scholastic multi-syllabic word study	9th -12th = 45 minutes per day for entire semester.	22 + 3
	Student scores Level 2 on FSA- ELA or reading placement test shows fluency deficits	Administer placement test for reading program to determine if **fluency** is a need. If so, recommend placement in intensive reading with a fluency component.	Fluency needed - Placement in Intensive Reading using: small group fluency with FCRR or Heinemann LLI resources	9th – 12th = 45 minutes per day for entire semester.	22 + 3
	Student scores Level 2 on FSA- ELA or reading placement test shows vocabulary and/or comprehension deficits	Administer placement test for reading program to determine **vocabulary and/or comprehension** needs. Place in intensive reading or content area course with instructional supports.	Vocabulary/Comprehension needed - Placement in Intensive Reading using: Townsend Press 10 steps series or Heinemann LLI resources or STAR Reading / Edgenuity Pathblazer	9th – 12th = 45 minutes per day for entire semester	25

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

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

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:** Bradford
2. **Contact name for schools covered on this plan:** Sherree Alvarez
3. **Contact phone number:** 904-966-6816
4. **Contact email:** malvarez.sherree@mybradford.us
5. **Schools covered by this plan:** Southside Elementary School

Section 2: Length of School Day

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

1. **School start time:** 7:30
2. **School dismissal time:** 2:30
3. **Total number of instructional minutes per day:** 370
4. **Minutes per day of reading instruction (must be at least 150):** 150

Section 3. Instructional Design

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

   These students will participate in Inquiry Literature Circles with novel studies and Junior Great Books. During the same hour set aside for intervention with the lower level students in the grade level who will be using SRA, these students will be grouped together with a teacher who will provide reinforcement of grade level standards and enrichment in critical thinking using novel studies and text dependent questions based on Engage New York or Junior Great Books. The teacher will use a combination of whole group and small guided reading groups for discussion and instruction. Other resources in addition to the novel studies include individualized practice and reinforcement using myOn and Pathblazer programs.

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

   Teachers for the additional hour of reading will have an Effective / Highly Effective score on their Instructional Practice on the 17-18 Teacher Evaluation or have a minimum of 75% of last year's students show learning gains on STAR Renaissance IRL.

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

   Southside will use SRA Reading Mastery. This program was used voluntarily during reading intervention in Lawtey Elementary two years ago. The number of students proficient increased from 49% proficient in 2016 to 53% in 2017. Last year, Starke Elementary also implemented this program as a Lowest 300 school intervention. Their proficiency increased from 37.4% in 2017 to 40.5% in 2018, and got them out of the lowest 300.

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

   Each student has been screened with the SRA Placement test and grouped into specific classes based on level of need. Students can move into different groups based on results from ongoing progress monitoring with SRA assessments, and possible STAR assessments. The process will be monitored through specific data meetings facilitated by school administration, the district reading coaches, the district elementary coordinator, and the school level curriculum resource teacher. Progress will be reviewed on a monthly basis using the information from the ongoing SRA and STAR assessments.

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

   The SRA Reading Mastery Curriculum is recognized by the What Works Clearinghouse and National Institute for Direct Instruction as a Direct Instruction method to help students master essential decoding and comprehension skills. Lessons are scripted, provide for scaffolded instruction and practice, and allow for

individualized practice and skill application. The special font also adds a multisensory component not found in the core curriculum. Administration will conduct fidelity walkthroughs and teams will collaborate at regular meetings to ensure correct and full implementation.

6. **The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

    Reading Mastery integrates social studies and science concepts and information in grades 2 - 5 where building strong background knowledge in these domains is vital to future reading comprehension. More information is found at https://www.nifdi.org/programs/reading/reading-mastery