Columbia 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: Hope Jernigan
Contact Email: jerniganh@columbiak12.com
 Contact Telephone: 386-755-8043

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	50	51	52	53	52	55	56

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	48	49	49	51	50	53	55

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	29	27	30	25	28	22	20
White/Hispanic	10	9	7	8	8	7	6
Economically Disadvantaged/Non-Economically Disadvantaged	27	25	26	23	28	21	18
Students with Disabilities/Students without Disabilities	37	34	37	26	40	27	24
English Language Learners/ Non-English Language Learners	16	15	16	14	25	13	11

* 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 reading allocation is used to support instructional coaching at each school. The salaries of coaches are split-funded with federal projects. Coaches are used for modeling high impact instructional strategies, analyzing data and working with individual teachers and teams of teachers and school leadership teams to provide data driven instruction that will impact student achievement at every achievement level. Instructional coaches are also used to analyze and provide appropriate resources for students and teachers. Providing specific, high quality professional development for teachers in each school is an expectation of all coaches. The reading allocation also funds reading intervention teacher salaries so that struggling students can take part in small group instruction on specific standards identified through diagnostic assessments. Third grade Summer Reading Camp is also supported with the reading allocation. The purpose of the camp is to support students who were identified below grade level on the FSA. It is the expectation that students in Summer Reading Camp will experience tremendous growth in reading and be able to move to grade 4 through success with the alternative assessment.

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?**

      At the district level, progress monitoring data is collected mostly through iReady and Performance Matters and reports are available to schools within 15 minutes of submission. Data reports are downloaded and reviewed by the Superintendent, Assistant Superintendent for Elementary Education, Assistant Superintendent of Secondary Education, Director of Instructional Services and the Coordinator of Assessment. Reports are reviewed by the district team and discussed with individual school-based administrators and with school based administrators collaboratively.

   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.**

      Students in grades K-8 will be progress monitored using iReady assessments. Students in grade 9-10 will be monitored using unit assessments created through collaborative teacher groups and administered through Performance Matters.

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

      District/school data will be collected and reviewed for grades K-8 at the beginning of the year, mid-year and end of year. Data will be collected and reviewed for students in grades 9 and 10 at predetermined intervals that are established though district pacing guides.

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

District/school data will be collected and reviewed for grades K-8 at the beginning of the year, mid-year and end of year. Data will be collected and reviewed for students in grades 9 and 10 at predetermined intervals that are established though district pacing guides.

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 district leadership team, made up of the Superintendent, the Assistant Superintendents and the Director of Instructional Services, works together to ensure that instructional material is aligned to Florida Standards. In addition, the district leadership team works with school based leadership teams, made up of school-based administrators, instructional coaches, media specialists, guidance counselors, and curriculum resource teachers, to ensure that progress monitoring assessments and classroom instruction is aligned to Florida Standards and meets the rigor necessary for student success.

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

   The district's Teacher Evaluation System provides a tool to collect data in this area. Progress monitoring data can be used as evidence of alignment between grade-level standards and classroom instruction. District leadership team walk-though documentation is another way evidence is collected. The Director of Instructional Services compiles lists of instructional material that is used for instruction in the classroom. All purchases must be approved.

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

   The district revises district curriculum maps and pacing guides annually, as well as having continuous involvement in the creation of standards-based progress monitoring assessments.

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?**

   This is a joint effort at the district level with participation from the Assistant Superintendent with a focus on secondary, the Assistant Superintendent with a focus on elementary and the Director of Instructional Services. District involvement in budgeting for the choices of instructional materials and technology resources will support the access to informational text for each content area in a variety of mediums.

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

The district will ensure that schools have access to informational text by budgeting for online licenses or subscriptions for programs such as Discovery Ed, Streaming, Achieve 3000, Studies Weekly, Weekly Reader, local newspapers, appropriate level magazines and media center materials that involve information text materials. The district is also working toward 1:1 ratio for Chromebooks. Presently, the district is approximately 70% toward this goal. Additionally, school based administrators will check lesson plans to determine appropriate use of informational text.

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?**

   Walkthrough sessions are held at each school on a regular basis with district staff participating. A focus of the walkthrough is the engagement of students at all achievement levels. District staff also ensures that adequate professional learning opportunities are available for UDL. The district staff includes the Superintendent, Assistant Superintendents, directors associated with instruction and coordinators.

   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 to demonstrate the planning for and delivery of instruction that reaches a full range of learners is collected through disaggregated state testing data, disaggregated progress monitoring data and teacher observation data collected throughout the school year.

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

   The state data is collected throughout the year when considering students taking retake assessments. The progress monitoring data is collected at specific times during the school year; at least three times per year. The teacher observation data is collected throughout the year as school-based administrators conduct observations. The final teacher evaluation data is collected at the end of each school 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.

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?**

   Hope Jernigan

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

   $0 – All professional development is paid through Federal funding.

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?

   Hope Jernigan

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

   Federal Funds, Title I and Title II, Title V

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.**

   Job Description Link -
   https://drive.google.com/file/d/0B8SnPo9iOXZWdkpvZnZTNlNqd3M/view?usp=sharing
   Bachelor or higher degree from an accredited educational institution
   Teaching certificate
   Strong knowledge base in reading
   5 year successful experience

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

   All schools have instructional coaches that are partially funded by the Research-Based Reading Instruction Allocation.

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

   Yes

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

   a. Elementary: 9
   b. Middle: 2
   c. High: 2

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

   School Surveys; Exit evaluations; Student achievement data; PLC notebooks/minutes; Follow up with teachers Coach evaluation by school administrators

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

   It is projected that we will spend a total of $396,560 for instructional coaches.

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?**

   Pathways

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.**

   Yes.

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

   a. Elementary:1
   b. Middle:½ or .5
   c. High:.½ or .5

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

We expect to spend around $60,000 from the Research Based Reading Instruction Allocation for personnel. The remaining balance for these salaries will be paid from the District's Title I allocation.

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

0

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

0

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.**

SAC funds, General budget, Instructional Materials Funds. A partial list of the interventions purchased through this allocation in the Elementary School Decision Tree.

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Beth Bullard

2. **Email Address:** bullardb@columbiak12.com

3. **Phone Number:** 386–755-8043

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

Fort White Elementary School and Niblack Elementary School

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 through Thursday.
   c. **Number of instructional hours per day in reading:** Six and a half hours per day
   d. **End Date:** June 28, 2018
   e. **Total number of instructional hours of reading:** 91

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

   Yes.

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

   12:1 with highly qualified para also included 6:1

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

   No.

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

   All students who are participate in Summer Reading Camp will take the iReady Diagnostic at the end of the Camp. Students who achieve a score in the 50th percentile or higher may be promoted,

<u>300 Lowest-Performing Elementary Schools</u>

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.

<u>Budget Review</u>

Estimated proportional share distributed to district charter schools		$20,300.00
District expenditures on reading coaches		$396,560.00
District expenditures on intervention teachers		$60,000.00
District expenditures on supplemental materials or interventions		0
District expenditures on professional development		0
District expenditures on summer reading camps		$30,000.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools		0
Flexible Categorical Spending		0
	Sum of Expenditures	$506,860
	Amount of district research-based reading instruction allocation for 2018-2019	$506,860

APPENDIX A

Coordination of DRP, SP&P and ELL Plans
April 25, 2018
11:30 a.m. – 12:00 p.m.

In attendance:
Beth Bullard – Director of Instructional Services
Sean Adams – ESE Coordinator
April Bolkosky – Coordinator of Assessment, Accountability and ELL

Discussed using FSA data and progress monitoring assessment data from iReady and Performance Matters for guiding instruction and intervention for general education students, Students with Disabilities, students involved in the MTSS process and ELL students. The data will be used for creating IEP and MTSS goals, as well as guiding instruction and intervention.

Discussed the use of progress monitoring assessment data from iReady for the purpose of Child Find.

Discussed the FSA data and progress monitoring assessment data to plan budgets to provide adequate services and resources for all students.

Discussed the coordination of professional development in reading and inclusion for all teachers.

Discussed documentation of fidelity of SP&P, DRP and ELL plans with lesson plans and classroom walk-though data from school based administrators.

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;

Students in grades K-5 will participate in Progress Monitoring through the district-wide progress monitoring assessments and diagnostic assessments listed below. In grades K-2, students who are working one to two years below grade level peers will be considered to have a substantial reading deficiency. On iReady Diagnostic Assessment, this includes students who fall within the scale scores located in the shaded boxes for each grade level shown below. In grades 3-5, schools will not only utilize iReady Diagnostic Assessment data to determine significant reading deficiencies for students, but Florida Standards Assessments as well.   Again, on iReady Diagnostic Assessments, this includes students who fall within the scale scores located in the shaded boxes for each grade level shown below. Finally, the assessments shown below are those that are required by Columbia County Schools. A more detailed Progress Monitoring Calendar will be released to schools by August 2018. Schools may elect to utilize local assessments housed in the Performance Matters platform to provide more data to drive instruction. Results of these assessments are included in the decision making process when determining the needs of individual students in the area of reading.

Screening Assessments	IF	THEN
Kindergarten ● STAR Early Literacy (SEL) (Fall Only) ● iReady Diagnostic Assessments (Fall, Winter, and Spring)	iReady Student Scale Scores between 342 - below or SEL - Student Scores between 437 - below	1. Student's parents will be notified of reading deficiency as required in 1008.25 (5), F.S. 2. Individualized and small group with attention to oral language, alphabetic principle, concept of word, phonemic awareness as identified in iReady diagnostic. Use of Multi-sensory interventions such as: Leveled Literacy Intervention, Language for Learning, iReady Computer-Based Instruction and Teacher-Led Instruction, Florida Center for Reading Research Student Center Activities, and Saxon Phonics. The intervention used is what is determined appropriate by the teacher and/or problem solving committees in the school. (Small group instruction should be 30-60 minutes daily – 1:4 ratio). 3. If student does not respond positively to intervention, provide more intensity through additional time, smaller group size, and reduced skill focus.
	iReady - Student scores between 343-361 or SEL Student scores between 438-496	1. Student's parents will be notified of reading deficiency as required in 1008.25 (5), F.S. 2. Individualized and small group with attention to oral language, alphabetic principle, concept of word, phonemic awareness and phonics as identified in iReady Diagnostic Assessment results. Use of Multi-sensory interventions such as: Leveled Literacy Intervention, Language for Learning, iReady Computer-Based Instruction and Teacher-Led Instruction, Florida Center for Reading Research Student Center Activities, and Saxon Phonics. (Small group instruction should be 30-60 minutes daily with a 1:5 ratio). 3. If student does not respond positively to intervention, provide more intensity through additional time, smaller group size, and reduced skill focus.
	iReady -Student scores between 362-479 or SEL - Student scores between 497-529	1. Individualized and small group with attention to oral language, alphabetic principle, concept of word, phonemic awareness, phonics and vocabulary as identified in iReady. Possible use of Leveled Literacy Intervention or Language for Learning. (30-60 minutes daily – 1:4) 2. If student does not respond positively to intervention, provide more intensity through additional time, smaller group size, and reduced skill focus.

	iReady -Students scoring above 480 and above or SEL - Students scoring above 529	1. Students scoring above 480 on the fall iReady diagnostic will be monitored throughout the year using iReady Diagnostic Assessment. Small groups will be utilized to meet the varying needs of all students for acceleration and maintenance. Focus standards will be monitored and assistance will be delivered as student weaknesses are identified.
Grades 1 & 2 ● iReady Diagnostic Assessments (Fall, Winter, and Spring)	iReady Gr 1 below 346 SS Gr 2 below 418 SS *iReady Student Scale Score falls within the "Red Zone" indicating 2 or more years below grade level.*	1. Student's parents will be notified of reading deficiency as required in 1008.25 (5), F.S. 2. Targeted individualized instruction based on student diagnostic data. Use profile of scores to determine the level of differentiated intervention required for foundational skills. Provide more intensity through additional time, smaller group size, and more targeted instruction. Use of Multi-sensory interventions such as: Leveled Literacy Intervention, Language for Learning, iReady Computer-Based Instruction and Teacher-Led Instruction, strategies for Cold Read work, Florida Center for Reading Research Student Center Activities, and Saxon Phonics.
	iReady Gr 1 - 347-433 SS Gr 2 - 419-490 SS *iReady Student Scale Score falls within the "Yellow Zone" indicating 1 or more years below grade level.*	1. Student's parents will be notified of reading deficiency as required in 1008.25 (5), F.S. Provide instruction in foundational skills with a focus on strategic listening/reading that includes explicit instruction in using before, during, and after comprehension strategies. Provide intensified interventions (more time and smaller group size). Use of Multi-sensory interventions such as: Leveled Literacy Intervention, Language for Learning, iReady Computer-Based Instruction and Teacher-Led Instruction, strategies for Cold Read work, Florida Center for Reading Research Student Center Activities, and Saxon Phonics. 2. Use the Diagnostic data in iReady to develop targeted instruction in areas of deficiency & to develop differentiated intervention plans for small group instruction 3. Administer other available diagnostic assessments for analysis if necessary.
	Student Scale scores indicate on or above grade level performance	Students scoring at or above grade level on the screening assessment will be monitored throughout the year using STAR Reading or iReady Diagnostic. Small groups will be utilized to meet the varying needs of all students for acceleration and maintenance. Focus standards will be monitored and assistance will be delivered as student weaknesses are identified.

Grades 3-5 ● iReady Diagnostic Assessments (Fall, Winter, and Spring) (PM) ● Standards Based Local Assessments presented through Performance Matters ● 2018 ELA FSA	Student scores a level 1 on ELA FSA and/or Student's Scale Score (Red) indicating 2 or more years below grade level. Gr 3 below 475 SS Gr 4 below 498 SS Gr 5 below 541 SS	1. Student's parents will be notified of reading deficiency as required in 1008.25, F.S. 2. Targeted individualized instruction based on student diagnostic data. Use profile of scores to determine the level of differentiated intervention required. Provide more intensity through additional time, smaller group size, and more targeted instruction. 3. Use of Multi-sensory interventions such as: Leveled Literacy Intervention, Language for Learning, iReady Computer-Based Instruction and Teacher-Led Instruction, strategies for Cold Read work, Florida Center for Reading Research Student Center Activities, and Saxon Phonics.
	Student scores a level 2 on ELA FSA and/or student Scale Score (Yellow) indicating 1 or more years below grade level. iReady Gr 3 – 476-513 SS Gr 4 – 499-556 SS Gr 5 – 542-580 SS	1. Student's parents will be notified of reading deficiency as required in 1008.25, F.S.Determine the breakdown in core instruction. 2. Use the Diagnostic data in iReady to develop targeted instruction in areas of deficiency & to develop differentiated intervention plans for small group instruction. 3. Provide comprehension instruction, focusing on strategic listening/reading that includes explicit instruction in using before, during, and after comprehension strategies. Provide intensified interventions (more time and smaller group size). 4. Use of Multi-sensory interventions such as: Leveled Literacy Intervention, Language for Learning, iReady Computer-Based Instruction and Teacher-Led Instruction, strategies for Cold Read work, Florida Center for Reading Research Student Center Activities, and Saxon Phonics. 5. Administer other available diagnostic assessments for analysis if necessary.
	FSA levels 3,4,5 Student Scale scores indicate on or above grade level performance	Students scoring levels 3,4,5 on FSA or at or above grade level on the screening assessment will be monitored throughout the year using STAR Reading or iReady Diagnostic. Small groups will be utilized to meet the varying needs of all students for acceleration and maintenance. Focus standards will be monitored and assistance will be delivered as student weaknesses are identified.

Note: For students not responding to intervention, MTSS teams will analyze data and create more targeted plans. These plans could include: additional time, smaller group size, and/or an alternate intervention. In addition, science and social studies instruction may be altered temporarily, in order to provide the student the targeted reading instruction that he/she needs. The MTSS team will also analyze these students' data more frequently.

Students in grades 6-8 will participate in Progress Monitoring through the district-wide progress monitoring assessments and diagnostic assessments listed below. In Columbia County Schools, students who achieve a Level 1 on FSA ELA will considered as substantially deficient in reading and be enrolled in the intervention process as described below. The assessments shown below are those that are required by Columbia County Schools. A more detailed Progress Monitoring Calendar will be released to schools by August 2018. Schools may elect to utilize local assessments housed in the Performance Matters platform to provide more data to drive instruction. Results of these assessments are included in the decision making process when determining the needs of individual students in the area of reading.

Screening Assessments	IF	THEN
Grade 6-8 • 2017 & 2018 ELA FSA • iReady *(if FSA scores are unavailable).*	Student scores Level 1 on ELA FSA Or if FSA is not available: iReady scale score in the fall is below: 496 – Grade 6 542 – Grade 7 566 – Grade 8	1. Student's parents will be notified of reading deficiency as required in 1008.25 (5), F.S. 2. Students will be provided remediation instruction from the intensive reading teacher and their regular English Language Arts teacher during normal class time. Teachers have been directed to utilize research-based materials such as, but not limited to, those found in the iReady Toolkit, Ready Coach Materials, and Motivation ELA. Resources such as these are used to address the needs of students as identified by iReady Diagnostics as well as other assessments given locally. 3. Students needing more support will be pulled out for small group instruction through the Leveled Literacy Intervention (LLI) system. 4. Students will receive targeted intervention through iReady Instruction during the timeframe of their regular English Language Arts classes.
	Student scores Level 2 on ELA FSA Or if FSA is not available: iReady scale score in the fall is below: 542 – Grade 6 566 – Grade 7 583 – Grade 8	1. Student's parents will be notified of reading deficiency as required in 1008.25, F.S. 2. Students will be provided push-in with standards-based, small group instruction within their ELA classroom two 45-minute periods per week with additional teacher in the classroom. 3. Students will receive targeted intervention through iReady Instruction during the timeframe of their regular English Language Arts classes.

Note: For students not responding to intervention as described above, MTSS teams will analyze data and create more targeted plans. These plans may include: additional time to complete tasks, smaller group size during assessments, and/or an alternate intervention. In addition, science and social studies instruction may be altered temporarily, in order to provide the student the targeted reading instruction that he/she needs. The MTSS team will also analyze these students' data more frequently. Students with Individual Education Plans (IEP) are included in this process as well and are provided with classroom support from Inclusion Support Facilitators in the regular ELA classroom. Accommodations for these students are utilized as prescribed by the students' IEPs.

Screening Assessments	IF	THEN
Grades 9-10 • 2017 & 2018 ELA FSA • Performance Matters Baseline Standards-based assessment of ELA standards *(if FSA scores are unavailable)*.	Student scores Level 1 on ELA FSA or below 30% correct on the ELA Performance Maters Standards based assessment *(if FSA scores are unavailable)*	1. Student's parents will be notified of reading deficiency as required in 1008.25, F.S. 2. Schedule students in a standards based Research I Course with Intensive reading teacher. This teacher is reading endorsed and/or is deemed effective providing instruction to struggling readers 45 minutes per day. **Interventions and Materials** Provide direct explicit ELA instruction in the Research I class utilizing graphic organizers, taking notes, cognitive collaboration, academic discussions, questioning, making connections to text and authentic, real world application and writing in all content areas using grade level complex text (literary and informational).
	Student scores Level 2 on ELA FSA and below 30% correct on the ELA Baseline Performance Maters Standards based assessment	1. Student's parents will be notified of reading deficiency as required in 1008.25, F.S. 2. Students will receive targeted instruction within the ELA class with an effective teacher. The student's progress will be monitored through standard specific assessments and intervention using research-based strategies and interventions will be provided as needed.
Grades 11-12 Retakes of ELA FSA	Student scores below 350 on FSA and have not met the graduation requirement through alternative assessment	1. Student's parents will be notified of reading deficiency as required in 1008.25, F.S. 2. Schedule students in a standards based Research III Course with Intensive reading teacher. This teacher is reading endorsed and/or effective providing instruction to struggling readers 45 minutes per day. **Interventions and Materials** • Provide direct explicit ELA instruction in the Research III class utilizing graphic organizers, taking notes, cognitive collaboration, academic discussions, questioning, making connections to text and authentic, real world application and writing in all content areas using grade level complex text (literary and informational). • Flexible groupings based on skill needs presented in a variety of settings including whole group, small groups and one-on-one with teacher and/or tutor(s). • Differentiated instruction for all students to include the UDL guidelines including the three primary principles: multiple means of representation-utilizing a variety of methods to present information; multiple means of action and expression including alternate ways to demonstrate learning and multiple means of engagement that provides options based on learner interest and learning environment preferences. Implementation of DBQs and mini DBQs in ELA and content area classes to support the literacy (reading, writing, speaking and listening) standards.

Columbia County 9-12 Identification/Intervention Decision Tree (18-19)

		Full DBQ sequence in all Social Studies courses (at least once per 9 weeks)
Note: For students not responding to intervention, MTSS teams will analyze data and create more targeted plans. These plans could include: additional time, smaller group size, and/or an alternate intervention. In addition, science and social studies instruction may be altered temporarily, in order to provide the student the targeted reading instruction that he/she needs. The MTSS team will also analyze these students' data more frequently. Students with Individual Education Plans (IEP) are included in this process as well and are provided with classroom support from Inclusion Support Facilitators in the regular ELA classroom. Accommodations for these students are utilized as prescribed by the students' IEPs.		

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:** Columbia County Schools
2. **Contact name for schools covered on this plan:** Hope Jernigan
3. **Contact phone number:** 386-755-8043
4. **Contact email:** jerniganh@columbiak12.com
5. **Schools covered by this plan:** Melrose Park 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:** 7:40 am
2. **School dismal time:** 2:40 pm
3. **Total number of instructional minutes per day:** 420
4. **Minutes per day of reading instruction (must be at least 150):** 180 Minutes
   a. A copy of the Master Schedule for Melrose Park Elementary is included at the end of this document.

Section 3. Instructional Design

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

   Students in grades 3 through 5 who achieve Levels 1-3 on the ELA section of the Florida Standards Assessment participate in intervention groups utilizing the Leveled Literacy Intervention Program. Students who achieve a score of 4 or higher on FSA ELA still have a required intervention time but do not use LLI Curriculum. They receive small group intervention through a Guided Reading/Book Study program, led by teachers and paraprofessional staff members. Students in the Guided Reading program spend 3-4 weeks in one title and then switch. Vocabulary and comprehension skills are the main focus of this program, as well as practicing sustained reading in order to increase endurance.

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.**

Administrative staff at Melrose Park Elementary have done their best to hire highly effective teachers and instructional coaches in the area of reading. Effectiveness for all instructional personnel is determined via the Columbia County School Instructional Personnel Evaluation Instrument. Access to the instrument is available by clicking the following link: **Columbia County Schools Classroom Instructional Evaluation Model**. The model is a derivative of the Copeland Model of Instructional Evaluation. Through this model, teachers are rated on indicators in 5 domains. Four of the five domains are observation based with a variety of indicators included within each domain. The fifth domain includes the calculation of student growth (based on a variety of assessments determined by student grade) and accounts for 1/3 of the teacher evaluation. The domain titles are as follows:

1. Planning & Preparation (6 Indicators)
2. Learning and Resource Management (5 Indicators)
3. Instruction and Assessment (10 Indicators)
4. Professional Responsibilities (11 Indicators)
5. Student Growth

Teachers who worked in Columbia County Schools last school year would have received a final evaluation using the instrument described above.

For teachers who have not demonstrated the necessary effectiveness in reading instruction, the Melrose Park administrators and leadership team have developed a system for pushing in the school Instructional Coaches, Curriculum Resource Teachers, and Guidance Counselor into any classroom where teachers are deemed ineffective by data from the previous school year or current progress monitoring data. This support has included: informal walkthroughs, observations and feedback, lesson planning, modeling by school and district leadership and professional development based on reading foundational skills and comprehension practice.

The school lead team also has two formal data meetings scheduled for the year as well as weekly grade level team meetings in which leadership team members will frequently review student data and provide feedback. Through these reviews of student data and planning as a result, the intended outcome is greater positive impact on student achievement through effective instructional practice.

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.**

Students at Melrose Park Elementary School will receive instruction in the following research-based programs to improve reading proficiency:
- Saxon Phonics (Purchased to supplement phonics instruction for Students in Grades K-2).
- Houghton-Mifflin Journeys (for Students in Grades K-5)
- Leveled Literacy Intervention Program

In addition to these core reading programs, Melrose Park Elementary School has also purchased Flocabulary and Vocabulary Lit programs to supplement vocabulary instruction contained in the Core Reading program for grades K-5. In order to ensure that students in grade 4 (a grade level taught by teachers who are all new to education) receive high-impact and meaningful instruction in vocabulary, district personnel have modeled instruction for teachers in the routines of explicit vocabulary instruction based on the work of Anita Archer. Follow-up to this modeling including observation of teachers utilizing the routines, will continue throughout the year and be implemented in other grade levels as well. Motivation ELA workbooks have been purchased to be used in small group instruction for grades 3 through 5 to fortify essential reading comprehension skill practice.

When Melrose Park Elementary used the same selection of curriculum resources as listed above in 2016-2017, the school grade improved from a "C" to a "B". In returning to a similar model, we hope to improve the yet again.

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.**

Through evaluations of student data from the following sources at the beginning of the year, teachers determined the students who comprise their lowest 25% and needed to receive special attention in intervention plans.
- iReady Diagnostic Assessments (August 2018)
- 2017-2018 FSA Data
- District Assessment Scores (August 2018)

As stated in previous sections, this data is reviewed formally during data meetings twice yearly. Teachers and leadership team members also review data together during grade level meetings in order to keep track of student progress during the year.

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

   During the additional hour of reading instruction, students receive instruction in the Leveled Literacy Intervention Program. This program provides a scripted format and leads teachers and students through guided practice in all of the areas listed above, appropriate for each grade level from Kindergarten through 5th grade.

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.**

   A variety of strategies for integrating other areas in ELA instruction are being used at Melrose Park. Teachers receive professional learning opportunities focused on the integration of writing in all content areas. The district is providing this support through our ELA-focused teacher support colleague and her dissemination of standards-based best practices to school-based instructional coaches and teachers. This teacher support colleague provides opportunities for modeling with teachers in grades 3-5, but especially in grade 4 due the newness of teachers in this grade level, and the fact that students first encounter FSA Writing assessments in grade 4. This integration of writing is built into the normal 90 minute reading block, as well as the additional hour of reading instruction.

   To make the best use of the instructional day, Social Studies has been integrated into the main ELA block through the use of Social Studies based texts and writing prompts. Teachers will receive instruction throughout the school year in order to ensure that they are using the most effective teaching methods to integrate the core content areas.
   In the area of Science, students receive instruction through the adopted core science curriculum, HMH Florida Science. The curriculum presents not only on-grade level text but emphasizes comprehension through a variety of summarizing strategies and vocabulary development.

   Teachers are encouraged to make explicit connections between topics and vocabulary taught in core subjects and the work students are exposed to in their LLI groups, the program for the additional hour of reading instruction.

APPENDIX C

Melrose Park Elementary Master Schedule

	K	1	2	3	4	5
740-8	black	black	black	black	black	black
8-815	green	blue	blue	magenta	magenta	magenta
815-830	green	blue	blue	magenta	magenta	magenta
830-845	green	blue	blue	magenta	magenta	magenta
845-9	blue	blue	blue	magenta	magenta	magenta
9-915	blue	blue	blue	magenta	magenta	magenta
915-930	blue	blue	blue	magenta	magenta	magenta
930-945	blue	blue	blue	magenta	magenta	magenta
945-10	blue	green	red	magenta	magenta	magenta
10-1015	blue	green	red	magenta	magenta	magenta
1015-1030	blue	green	red	magenta	magenta	magenta
1030-1045	black	red	green	magenta	magenta	magenta
1045-11	black	red	green	magenta	magenta	magenta
11-1115	bright magenta	black	green	yellow	white	magenta
1115-1130	bright magenta	black	white	yellow	green	magenta
1130-1145	red	purple	white	black	green	magenta
1145-12	red	purple	black	black	green	magenta
12-1215	red	purple	black	black	white	magenta
1215-1230	yellow	purple	purple	black	black	magenta
1230-1245	yellow	purple	purple	green	black	black
1245-1	purple	purple	purple	green	red	black
1-115	purple	purple	purple	green	red	red
115-130	purple	yellow	purple	bright magenta	red	red
130-145	purple	yellow	purple	bright magenta	yellow	red
145-2	purple	red	yellow	bright magenta	yellow	green

2-215	(purple)	(magenta)	(yellow)	(red)	(magenta)	(green)
215-230	(purple)	(magenta)	(magenta)	(red)	(magenta)	(green)
230-240		(magenta)	(magenta)	(red)	(magenta)	
240-3	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3-315						
315-330						
Intervention/ Paw Power	Special Area	ELA/ Reading	Math	Recess	Social Studies/ Science	**Lunch**

Breakfast Duty: Sanders, Holme, Shaw

AM Car Duty: Jackson-Lee, Lord, Mullins   KINDERGARTEN WING: Thrasher

2018-2019 Lunch Rotation

Lunch 1 (10:30-11:05)   Para's: Collins,Lord, Jen Holme

    10:30-11   Pre-K

    10:35- 11:05   G Johnson, Leguire, Horne, Reed, M White

Lunch 2 (11:05-11:35)   Para's: Pope, Barcia, Thrasher

    11:05-11:35   Assante, Ingram, Segrest, L Smith

Lunch 3 (11:30-12:00)   Para's: Yates, Young, T Mullins

    11:30-12:00   Johnson, Parker (12:00-12:30- Intervention)

    11:45-12:15   Cronrath, Marolt, T Smith

Lunch 4 (12:00-12:30)   **Para's: Sobrinski, Steele, Shaw**

    12:00-12:30   J. Thomas, Thompson (11:30-12 - Intervention)

    12:15-12:45   J Collins, Maxwell, Spoehr, A White

Lunch 5 (12:30-1)   **Para's: Jones, Sanders**

    12:30-1   Anderson, Caudle, Jones

2018-2019 Special Area Schedule

		STEM	PE	Music	Art
8-8:45	Reed	M	W/F	R	T
	Leguire	R	T/F	M	W
	Horne	F	T/R	W	M
	G Johnson	T	M/W	F	R
	M White	W	M/R	T	F
9:45-10:30	Assante	M	T/F	R	W
	Segrest	T	M/W	F	R
	Smith, L.	W	T/R	M	F
	Ingram	R	W/F	T	M
10:30-11:15	Avery	M	T/F	R	W
	Cronrath	T	M/W	F	R
	Marolt	W	T/R	M	F
	T Smith	R	W/F	T	M

APPENDIX C

11:15-12:00	Spoehr	M	T/F	R	W
	Stewart	T	M/W	F	R
	A White	W	T/R	M	F
		R	W/F	T	M
12:30-1:15	T Johnson	M	T/F	R	W
	Parker	T	M/W	F	R
	Thompson	W	T/R	M	F
	Thomas	R	W/F	T	M
1:45-2:30	Anderson	M	T/F	W	R
	Jones	F	T/R	M	W
	Caudle	R	M/W	T	F

8:50-9:35- Planning for Special Area Teachers

12- 12:30- Lunch for Special Area Teachers