

Columbia 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

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

District Contact: 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, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	50	51	52	53	54	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
						22	20
White/African American	29	27	30	25	28		
White/Hispanic	10	9	7	8	8	7	6
Economically Disadvantaged/Non-Economically Disadvantaged						21	18
	27	25	26	23	28		
Students with Disabilities/Students without Disabilities						27	24
	37	34	37	26	40		
English Language Learners/ Non-English Language Learners						13	11
	16	15	16	14	25		

* 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, the Superintendent, Assistant Superintendents for Elementary and Secondary Education, the Director of Instructional Services and Coordinator for Assessment and Accountability share in the responsibility of reviewing progress monitoring and summative data throughout the school year. Data is reviewed with this district team, and as a part of Professional Learning Communities with Instructional Coaches and School Administrators.

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.

iReady Reading Assessment for Grades K-8
STAR Early Literacy Assessment for Kindergarten Students Only (Fall Only)
Locally-Created, Standards-Based Unit Assessments for Grades 9-12

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

iReady District and School Data is collected 3 times per year. Data is collected and reviewed by teachers and school leadership committees each time the assessments are administered. Districts leaders review data 3 times per year as well. Unit assessments are given on predetermined intervals that are determined by ELA committees during District Pacing Guide development.

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

The Director of Instructional Services works to collect data for students who are not working towards district goals in regards to their interventions. Students who are in the MTSS program and those with IEPs have their progress tracked through district and state protocols and the data is reported to the MTSS Coordinator and ESE Director as needed.

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 materials are 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?

During district and school level walkthroughs, school leaders collect information on and observe the activities and assessments that students complete in alignment to the Florida Standards.

The district's Teacher Evaluation System provides a tool to collect data in this area. Standards-based Progress Monitoring assessments are used in a variety of grades so this data is collected on regular intervals as prescribed in the Progress Monitoring Assessment plan. Grades on classroom assignments are reviewed on a quarterly basis by principals and district leadership as needed.

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. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

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

Professional Development

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

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

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..

Please list the course numbers from your district Professional Learning Catalog which cover this training.

*Personnel Development Portal Reading Difficulties, Disabilities and Dyslexia – 2-013-005

*Reading Difficulties, Disabilities, and Dyslexia – 2-100-018

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/0B8SnPo9iOXZWdkpvZnZTNINqd3M/view>

Qualifications Listed:

*Bachelor's Degree from an accredited educational institution.

*5 years successful classroom teaching experience.

*Must hold a valid Florida Department of Education Professional Educator's Certificate

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.

School	Percentage	Project
Columbia City Elementary School	25	Title I
	50	Title II
	25	Reading Allocation
Columbia High School	75	Title II
	25	Reading Allocation
Eastside Elementary School	25	Title I
	75	Reading Allocation
Five Points Elementary School	25	Title I
	75	Reading Allocation
Fort White Elementary School	25	Title I
	75	Reading Allocation
Fort White Middle/High School	75	Title II
	25	Reading Allocation
Lake City Middle School	50	Title I
	25	Title II
	25	Reading Allocation
Melrose Park Elementary School	25	Title I
	75	Reading Allocation
Niblack Elementary School	25	Title I
	75	Reading Allocation
Pinemount Elementary School	25	Title I
	75	Reading Allocation
Richardson Sixth Grade Academy	25	Title I
	75	Reading Allocation
Summers Elementary School	25	Title I
	75	Reading Allocation
Westside Elementary School	75	Title I
	25	Reading 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 Level Surveys; Exit Evaluations; Student Achievement Data; PLC notebooks and minutes; follow up with teachers; Instructional Coach evaluation completed by school administrators, which include student growth data.

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 approximately \$390,000 towards the cost of 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 Academy.

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:.5
- c. High:.5

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

We expect to spend approximately \$90,000 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 Allocations, Instructional Materials Funds. A partial list of the interventions purchased through this allocation is included in the appropriate decision trees for each grade band.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Hope Jernigan
2. **Email Address:** jerniganh@columbiak12.com
3. **Phone Number:** 386-755-8043
4. **Please list the schools which will host a SRC:**

Fort White Elementary School
Niblack Elementary School

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:** June 8, 2019
 - b. **Which days of the week is SRC offered:** Monday through Thursday
 - c. **Number of instructional hours per day in reading:** 7.5 Hours Total; 6.5 Hours Instructionally
 - d. **End Date:** June 25, 2019
 - e. **Total number of instructional hours of reading:** 78
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 a highly qualified para 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 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. Students will also complete Portfolio Assessments if applicable during SRC in order to determine eligibility for Good Cause Promotion.

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	\$25,400
District expenditures on reading coaches	\$392,534
District expenditures on intervention teachers	60,000
District expenditures on supplemental materials or interventions	\$0
District expenditures on professional development	\$0
District expenditures on summer reading camps	\$30,000
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	\$0
Flexible Categorical Spending	\$0
Sum of Expenditures	\$
Amount of district research-based reading instruction allocation for 2019-2020	\$507934

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and

An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Students in grades K-5 will participate in Progress Monitoring through the district-wide progress monitoring assessments and diagnostic assessments listed below. Based on the results of these assessments, K-5 students who are working one year below grade level peers are considered to be in an **intervention** plan program. K-5 students who are working at two years or more below grade level will be included in an **intensive intervention** plan program. Students who fall into the following categories will be considered for inclusion in the **intensive intervention** program:

- Students who have been retained as a result of a lack of reading progress.
- Students in Grades 3-5 who achieve a Level 1 on the ELA portion of the Florida Standards Assessment.
- Students who are in the Tier 3 level of the MTSS program.
- Students who fall within the ranges shown on the Scale Score chart shown below. These Scale Scores are based on iReady Reading Diagnostic Assessments.

Students who are identified in the categories listed above are to be identified as **intensive intervention** students. These students will be enrolled in the Functional Basic Skills course, and the appropriate Reading Intervention Code shall be assigned to this course for each student. The effect of students being placed in the Functional Basic Skills course are shown in the tables below. Schools are required to review the roster of students on Functional Basic Skills on a quarterly basis. K-2 Students who have made sufficient progress based on iReady Scale Scores at the end of each semester will be removed from Functional Basic Skills but will continue to be monitored through data and problem solving reviews at the school level. 3-5 students who have made sufficient progress based on iReady Scale Scores at the end of semester will be removed from Functional Basic Skills and monitored through data and problem solving reviews **unless** the student achieved a Level 1 on the ELA FSA test in the previous year. These students will remain on the Functional Basic Skills Roster until they achieve a score higher than Level 1 on future assessments.

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 2019. 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.

For <u>Intensive Intervention</u> Students (Tier 3, Targeted Intervention Services)		
Screening Assessments	IF	THEN
<u>Kindergarten</u> <ul style="list-style-type: none"> STAR Early Literacy (SEL) (Fall Only) iReady Diagnostic Assessments (Fall, Winter, and Spring) 	iReady* Student Scale Scores that fall below the 25 th percentile on National Norms or SEL - Student Scores between 437 - below	<ol style="list-style-type: none"> Student's parents will be notified of substantial reading deficiency as required in 1008.25 (5), F.S. Students receiving Tier 3 Intensive Reading Interventions will be included in the Functional Basic Skills Course, which will be coded with Reading Intervention Component Data Element Number 168521, Code B. These same students must have their ELA Course coded with Reading Intervention Component Data Element Number 168521, Code A. Individualized and small group with attention to oral language, alphabetic principle, concept of word, phonemic awareness as identified in iReady diagnostic reports. Use of Multi-sensory interventions such as: Leveled Literacy Intervention (LLI), Language for Learning, iReady Computer-Based Instruction and Teacher-Led Instruction (as found in the Curriculum Associates Teacher Toolkit), 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, with a 1:4 ratio). If student does not respond positively to intervention, provide more intensity through additional time, smaller group size, and reduced skill focus. Additional diagnostics assessments may be given to determine more specific areas of weakness for each student as recommended by School Problem Solving teams.
<u>Grades 1 & 2</u> <ul style="list-style-type: none"> iReady Diagnostic Assessments (Fall, Winter, and Spring) 	iReady* Gr 1 below 347 SS Gr 2 below 419 SS <i>iReady Student Scale Score falls within the "Red Zone" indicating 2 or more years below grade level.</i>	<ol style="list-style-type: none"> Student's parents will be notified of substantial reading deficiency as required in 1008.25 (5), F.S. Students receiving Tier 3 Intensive Reading Interventions will be included in the Functional Basic Skills Course, which will be coded with Reading Intervention Component Data Element Number 168521, Code B. These same students must have their ELA Course coded with Reading Intervention Component Data Element Number 168521, Code A. Use of Multi-sensory interventions such as: Leveled Literacy Intervention (LLI), Language for Learning, iReady Computer-Based Instruction and Teacher-Led Instruction (as found in the Curriculum Associates Teacher Toolkit), 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, with a 1:4 ratio). If student does not respond positively to intervention, provide more intensity through additional time, smaller group size, and reduced skill focus. Additional diagnostics assessments may be given to determine more specific areas of weakness for each student as recommended by School Problem Solving teams.
<u>Grades 3-5</u> <ul style="list-style-type: none"> iReady Diagnostic Assessments (Fall, Winter, and Spring) (PM) Standards Based Local Assessments presented through Performance Matters 2018 ELA FSA 	FSA Student scores a level 1 on ELA section and/or iReady* Student's Scale Score (Red) indicating 2 or more years below grade level. Gr 3 below 474 SS Gr 4 below 496 SS Gr 5 below 542 SS	<ol style="list-style-type: none"> Student's parents will be notified of substantial reading deficiency as required in 1008.25, F.S. Students receiving Tier 3 Intensive Reading Interventions will be included in the Functional Basic Skills Course, which will be coded with Reading Intervention Component Data Element Number 168521, Code B. These same students must have their ELA Course coded with Reading Intervention Component Data Element Number 168521, Code A. Use of Multi-sensory interventions such as: Leveled Literacy Intervention (LLI), Language for Learning, iReady Computer-Based Instruction and Teacher-Led Instruction (as found in the Curriculum Associates Teacher Toolkit), 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, with a 1:4 ratio). If student does not respond positively to intervention, provide more intensity through additional time, smaller group size, and reduced skill focus. Additional diagnostics assessments may be given to determine more specific areas of weakness for each student as recommended by School Problem Solving teams.

For <u>Intervention</u> Students (Tier 2, Targeted Intervention Services)		
<p>Kindergarten</p> <ul style="list-style-type: none"> ● STAR Early Literacy (SEL) (Fall Only) ● iReady Diagnostic Assessments (Fall, Winter, and Spring) 	<p>iReady* Student Scale Scores that fall between the 26th and 45th percentile on National Norms or SEL Student scores between 438-496</p>	<ol style="list-style-type: none"> 1. Student's parents will be notified of reading deficiency as required in 1008.25 (5), F.S. 2. Students receiving Tier 2, Targeted Intervention Services will have the Functional Basic Skills course included on their schedules, which will be coded with the Reading Intervention Component Data Element Number 168521, Code A. 3. Individualized and small group with attention to oral language, alphabetic principle, concept of word, phonemic awareness, phonics and vocabulary as identified in iReady. 4. Use the Diagnostic data in iReady to develop targeted instruction in areas of deficiency & to develop differentiated intervention plans for small group instruction (30-60 minutes daily – 1:5). 5. 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. 6. Administer other available diagnostic assessments for analysis if necessary. 7. If student does not respond positively to intervention, provide more intensity through additional time, smaller group size, and reduced skill focus.
<p>Grades 1 & 2</p> <ul style="list-style-type: none"> ● iReady Diagnostic Assessments (Fall, Winter, and Spring) 	<p>iReady* Gr 1 - 347-433 SS Gr 2 - 419-488 SS</p> <p><i>iReady Student Scale Score falls within the "Yellow Zone" indicating 1 or more years below grade level.</i></p>	<ol style="list-style-type: none"> 1. Student's parents will be notified of reading deficiency as required in 1008.25 (5), F.S. 2. Students receiving Tier 2, Targeted Intervention Services will have the Functional Basic Skills course included on their schedules, which will be coded with the Reading Intervention Component Data Element Number 168521, Code A. 3. 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). 4. Use the Diagnostic data in iReady to develop targeted instruction in areas of deficiency & to develop differentiated intervention plans for small group instruction (30-60 minutes daily – 1:5). 5. 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. 6. Administer other available diagnostic assessments for analysis if necessary. 7. If student does not respond positively to intervention, provide more intensity through additional time, smaller group size, and reduced skill focus.
<p>Grades 3-5</p> <ul style="list-style-type: none"> ● iReady Diagnostic Assessments (Fall, Winter, and Spring) (PM) ● Standards Based Local Assessments presented through Performance Matters ● 2018 ELA FSA 	<p>FSA Student scores a level 2 on ELA FSA and/or student</p> <p>iReady* Scale Score (Yellow) indicating 1 or more years below grade level.</p> <p>Gr 3 – 474-510 SS Gr 4 – 496-556 SS Gr 5 – 542-580 SS</p>	<ol style="list-style-type: none"> 1. Student's parents will be notified of reading deficiency as required in 1008.25, F.S. Determine the breakdown in core instruction. 2. Students receiving Tier 2, Targeted Intervention Services will have the Functional Basic Skills course included on their schedules, which will be coded with the Reading Intervention Component Data Element Number 168521, Code A. 3. Use the Diagnostic data in iReady to develop targeted instruction in areas of deficiency & to develop differentiated intervention plans for small group instruction. 4. 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). (30-60 minutes daily – 1:5). 5. 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. 6. Administer other available diagnostic assessments for analysis if necessary.

For <u>On Level Students</u> (Monitoring and Enrichment Services)		
<p>Kindergarten</p> <ul style="list-style-type: none"> ● STAR Early Literacy (SEL) (Fall Only) ● iReady Diagnostic Assessments (Fall, Winter, and Spring) 	<p>iReady* Student Scale Scores that is higher than the 47th percentile on National Norms or SEL Students scoring above 529</p>	<p>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.</p>
<p>Grades 1 & 2</p> <ul style="list-style-type: none"> ● iReady Diagnostic Assessments (Fall, Winter, and Spring) 	<p>iReady* Student Scale scores indicate on or above grade level performance on iReady Diagnostics. Gr 1 - 434 SS or higher Gr 2 – 489 SS or higher</p>	<p>1. Students scoring at or above grade level on the screening assessment will be monitored throughout the year using 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.</p>
<p>Grades 3-5</p> <ul style="list-style-type: none"> ● iReady Diagnostic Assessments (Fall, Winter, and Spring) (PM) ● Standards Based Local Assessments presented through Performance Matters ● 2018 ELA FSA 	<p>FSA Student Scores Levels 3, 4, 5 on ELA Section of the assessment.</p> <p>iReady* Student Scale scores indicate on or above grade level performance on iReady Diagnostics.</p> <p>Gr 3 - 511 SS or higher Gr 4 – 557 SS or higher Gr 5 – 581 SS or higher</p>	<p>1. 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 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.</p>
<p>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 program. 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.</p>		

Columbia County 6-8 Identification/Intervention Decision Tree

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 be considered as substantially deficient in reading and be enrolled in the intervention process as described below. 6-8 students who have made sufficient progress based on iReady Scale Scores at the end of each quarter will be removed from Intensive Intervention and Intervention Rosters and monitored through data and problem solving reviews unless the student achieved a Level 1 or 2 on the ELA FSA test in the previous year. These students will remain on Intensive Intervention and Intervention Rosters until they achieve a score higher than Level 1 or 2 on future assessments. 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.

For Intensive Intervention Students (Tier 3)

Screening Assessments	IF	THEN
<p>Grade 6-8</p> <ul style="list-style-type: none"> • 2018 & 2019 ELA FSA • iReady (<i>if FSA scores are unavailable</i>). 	<p>Student scores Level 1 on the ELA section of FSA.</p> <p>Or if FSA is not available: iReady scale score in the fall is below:</p> <p>496 – Grade 6 542– Grade 7 566 – Grade 8</p>	<ol style="list-style-type: none"> 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 ELA teacher or inclusion instruction teacher during their normal ELA block time. Teachers have been directed to utilize evidence-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. See the specific placement instructions for students at all Columbia County Middle Schools as shown below. <ol style="list-style-type: none"> a. <u>RSGA Only:</u> Reading Intervention Component Data Element Number 168521, Code B will be applied to the student's Social Studies Course. These students also will receive Tier 2 support during their ELA coursework. As a result, the ELA course for each of these students will be coded with Reading Intervention Component Data Element Number 168521, Code A. Students will receive targeted intervention through iReady Instruction during the timeframe of their regular Social Studies classes from Inclusion Support Facilitation Staff Members. b. Teachers will use iReady Instruction and the iReady Toolkit to provide differentiated instruction to students as prescribed on instructional grouping reports. Individualized instruction using iReady Instruction will be no less than 20 minutes each day. c. <u>LCMS Only:</u> Reading Intervention Component Data Element Number 168521, Code B will be applied to the student's Social Studies Course. These students also will receive Tier 2 support during their ELA coursework. As a result, the ELA course for each of these students will be coded with Reading Intervention Component Data Element Number 168521, Code A. Students achieving a Level 1 on FSA are automatically registered in a Research course and/or placed on a supported Team schedule. Paraprofessionals are scheduled and rotate into ELA classes on a weekly basis. Teachers also engage students in small-group remediation work.

Columbia County 6-8 Identification/Intervention Decision Tree

		<p>Students will engage in small group instruction with teachers and paraprofessionals who will use the Curriculum Associates Ready ELA texts for skills remediation.</p> <p>d. FWHS (Grades 6-8) Only: Reading Intervention Code will be applied to the student's Research or Intensive Reading Course 168521, Code B. These students also will receive Tier 2 support during their ELA coursework. As a result, the ELA course for each of these students will be coded with Reading Intervention Component Data Element Number 168521, Code A. Students achieving a Level 1 on FSA are automatically registered in a Research or Intensive Reading course. Teachers will employ the LLI Reading System, and iReady during these courses.</p>
For <u>Intervention</u> Students (Tier 2)		
	<p>Student scores Level 2 on the ELA section of FSA.</p> <p>Or if FSA is not available: iReady scale score in the fall is below: 542 – Grade 6 583 – Grade 7 594 – Grade 8</p>	<ol style="list-style-type: none"> 1. Student's parents will be notified of reading deficiency as required in 1008.25, F.S. 2. Reading Intervention Component Data Element Number 168521, Code A will be applied to the student's Social Studies Course (RSGA), Research Course (LCMS), and Research or Intensive Reading Course (FWHS). 3. Students will be provided push-in with standards-based, small group instruction within their respective intervention course as listed above for no less than 20 minutes per day. 4. Students will receive targeted intervention through iReady Instruction during the timeframe of their regular English Language Arts classes.
For <u>On Level</u> Students (Monitoring and Enrichment Services)		
	<p>Student scores Level 3 or Higher on ELA section of FSA.</p> <p>Or if FSA is not available: iReady scale score in the fall is: 543 or higher – Grade 6 584 or higher – Grade 7 595 or higher – Grade 8</p>	<ol style="list-style-type: none"> 1. 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 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.
<p>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 and in the appropriate intervention course or social studies course depending on the student's school of enrollment. Accommodations for these students are utilized as prescribed by the students' IEPs.</p>		

For Intensive Intervention Students (Tier 3)

Screening Assessments	IF	THEN
<p><u>Grades 9-10</u></p> <ul style="list-style-type: none"> • 2018 & 2019 ELA FSA • Performance Matters Baseline Standards-based assessment of ELA standards (if FSA scores are unavailable). 	<p>Student scores Level 1 on ELA FSA or below 30% correct on the ELA Performance Matters Standards based assessment (if FSA scores are unavailable)</p>	<ol style="list-style-type: none"> 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, Critical Thinking, or Intensive Reading course and the Reading Intervention Component Data Element Number 168521, Code B will be applied to that specific course. Students will also receive Targeted Intervention Strategies through their ELA course. Reading Intervention Component Data Element Number 168521, Code A will be applied to the ELA course. <p>Interventions and Materials Provide direct explicit ELA instruction to begin closing gaps in foundational reading skills utilizing Achieve 3000 and Khan Academy. Students in these classes will utilize 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).</p>
<p><u>Grades 11-12</u></p> <ul style="list-style-type: none"> • Retakes of 2018-2019 ELA FSA 	<p>Student scores Level 1 or Level 2 on FSA or have not met the graduation requirement through alternative assessment</p>	<ol style="list-style-type: none"> 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, Critical Thinking, or Intensive Reading course and the Reading course. The Reading Intervention Component Data Element Number 168521, Code A will be applied to that specific course. <p>Interventions and Materials Provide direct explicit ELA instruction in the Research, Critical Thinking, or Intensive Reading 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).</p> <p>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).</p> <p>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.</p> <p>Implementation of DBQs and mini DBQs in ELA and content area classes to support the literacy (reading, writing, speaking and listening) standards.</p> <p>Full DBQ sequence in all Social Studies courses (at least once per 9 weeks)</p>

For Targeted Intervention Students (Tier 2)

Screening Assessments	IF	THEN
<ol style="list-style-type: none"> 1. Grades 9-10 2. 2018 & 2019 ELA FSA 3. Performance Matters Baseline Standards-based assessment of ELA standards (if FSA scores are unavailable). 	<p>Student scores Level 2 on ELA FSA OR below 30% correct on the ELA Baseline Performance Matters Standards based assessment (if FSA scores are unavailable)</p>	<ol style="list-style-type: none"> 1. Student's parents will be notified of reading deficiency as required in 1008.25, F.S. 2. Students will receive targeted instruction within their Social Studies course (Freshman Success Course-9th Grade Only) on multi-sensory strategies to assist in reading comprehension. Targeted Intervention will be provided in the student's Social Studies block. The student's progress will be monitored through standard specific assessments and intervention using research-based strategies and interventions will be provided as needed. 3. The Reading Intervention Component Data Element Number 168521, Code A will be applied to that specific course. 4. Interventions and Materials 5. Provide direct explicit ELA instruction to begin closing gaps in foundational reading skills utilizing Khan Academy. Students in these classes will utilize 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).

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 fully included in the intervention services process as described here. Students with IEPs are provided with all intervention supports as described 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.

APPENDIX C

2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2019-2020 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Columbia County Schools
- 2. Contact name for schools covered on this plan:** Sonya Judkins
- 3. Contact phone number:** 386-755-8043
- 4. Contact email:** judkinss@columbiak12.com
- 5. Schools covered by this plan:** Niblack 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 dismissal time:** 2:40 pm
- 3. Total number of instructional minutes per day:** 360
- 4. Minutes per day of reading instruction (must be at least 150):** 150 Minutes
 - A copy of the Master Schedule for Niblack Elementary is attached.
 - A copy of the Reading Block Schedules is attached.
 - A copy of the Power Hour Schedule is attached.
 - A copy of the Power Hour Help/Assistance is attached.
 - A copy of the 2019-2020 Paraprofessional Schedule is attached.

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 have achieved Levels 4-5 on the statewide standardized English Language Arts assessment for the previous school year will participate in the extra hour of reading instruction. Instruction will include enrichment opportunities that will allow these students to further their literacy skills.

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 Niblack 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 Niblack administration and leadership team have developed a system for pushing in the school Instructional Coach, Curriculum Resource Teacher, and/or Guidance Counselor into any classroom where teachers are deemed ineffective by data from the previous school year or current progress monitoring data. This support will include: informal walkthroughs, observations and feedback, lesson plan monitoring/assistance, modeling by school and district leadership and professional development based on reading foundational skills and comprehension practice. This professional development has included the NEFEC Elementary Literacy Initiative held over the summer.

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 Niblack 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). All K-2 teachers have been trained in Saxon Phonics, and professional development will continue in this area.
- Houghton-Mifflin Journeys, K-5
- Curriculum Associates LAFS, K-5
- Curriculum Associates Focus On, K-5
- Curriculum Associates Zoom In, K-5
- Leveled Literacy Intervention for targeted students

Throughout the district, these programs have demonstrated accelerated student reading progress. In the 2016-17 and 2018-19 school years, schools with the additional reading hour utilized these programs and student reading progress improved. **This resulted in the affected schools being removed from the Lowest 300 List.**

- 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.

- i-Ready Diagnostic Assessments (3 times per year)
- 2019 FSA Data (and previous)
- District Assessment Scores/Performance Matters Scores (ongoing)
- Write Score, state-aligned reading and writing assessments (Fall and previous)
- FLKRS (Fall)
- Ongoing data from RtI process

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, targeted 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 Niblack Elementary. 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 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.

2019-20
Master/Grade Level Schedule

<p style="text-align: center;">Kindergarten</p> <p>7:40 - 9:55 ELA/Social Studies 9:55 - 10:55 Math 10:55 - 11:25 TLPE 11:25-11:55 Lunch 11:55 - 12:50 Science 12:50 - 1:35 Special Area 1:40-2:40 Reading Intervention</p>	<p style="text-align: center;">First</p> <p>7:40 - 9:55 ELA/Social Studies 9:55 - 11:00 Math 11:00 - 11:30 Lunch 11:30 - 12:00 TLPE 12:00 - 12:45 Special Area 12:45 - 1:40 Science 1:40-2:40 Reading Intervention</p>
<p style="text-align: center;">Second</p> <p>7:40 - 9:15 Math 9:15 - 10:45 ELA/Social Studies 10:45 - 11:30 Special Area 11:30 - 12:00 TLPE 12:00 - 12:30 Lunch 12:30 - 1:40 Science 1:40-2:40 Reading Intervention</p>	<p style="text-align: center;">Third</p> <p>7:40 - 8:55 Math 8:55 - 9:40 Special Area 9:40 - 11:45 ELA/Social Studies 11:45 - 12:15 Lunch 12:15-12:45 TLPE 12:45- 1:40 Science 1:40-2:40 Reading Intervention</p>
<p style="text-align: center;">Fourth</p> <p>7:40 - 8:05 Intervention 8:05 - 8:50 Special Area 8:50- 10:30 ELA/Social Studies 10:30 - 11:30 Science 11:30-12:00 Lunch 12:00 - 1:10 Math 1:10- 1:40 TLPE 1:40-2:40 Reading Intervention</p>	<p style="text-align: center;">Fifth</p> <p>7:40 - 8:55 Math 8:55 - 9:55 Science 9:55 - 10:40 Special Area 10:40 - 12:10 ELA/Social Studies 12:10 - 12:40 Lunch 12:40 - 1:10 TLPE 1:10 - 1:40 Math/Intervention 1:40- 2:40 Reading Intervention</p>

Reading Block Schedules

Kindergarten Reading Block

Times	Schedule
7:40- 8:15	Bell ringer/Morning Review
8:15- 9:00	ELA/SS- Literacy Center 1
9:00- 9:25	Saxon Phonics- Literacy Center 2
9:25-9:55	Saxon Phonics- Literacy Center 3

First Grade Reading Block

Time	Schedule
7:40-8:00	Morning Work
8:00- 8:45	Whole Group/ Carpet Time/Cold Read Practice
8:45-9:15	Saxon Phonics
9:15- 9:55	Reading Centers

Second Grade Reading Block

	Monday	Tuesday	Wednesday	Thursday	Friday
9:15-9:30	CIM	CIM	CIM	CIM	CIM
9:30-9:45	Vocab	Vocab	Grammar	Grammar	Grammar
9:45-10:20	Basal	Basal	Basal	Cold Read	Basal
10:20-10:40	Cold Read	Centers	Centers	Centers	Centers

Third Grade Reading Block

Monday	Tuesday	Wednesday	Thursday	Friday
Bell Work (15 mins)	Bell Work (15 mins)	Bell Work (15 mins)	Bell Work (15 mins)	Spelling Test (5 mins) Bell Ringer Test (20 mins)
Model Phonics (15 mins)	Phonics Worksheet (15 mins)	Phonics Worksheet (15 mins)	Phonics Worksheet (15 mins)	Basal Test (35 mins)
Vocabulary Intro (15 mins)	Vocabulary Intro (15 mins)	Grammar	Grammar	Test Vocabulary, Phonics and Grammar (15 mins)
Basil/Skill half (30 mins)	Basil/Skill half (30 mins)	Cold Read Practice half (Read: 30 mins)	Cold Read Practice half (Questions: 30 mins)	Cold Read Test (45 mins)
iii/MTSS, i-Ready (30 mins)	Centers (30 Mins)	Centers (30 Mins)	Centers (30 Mins)	Cold Read Test (cont.)

Fourth Grade Reading Block

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:55-9:05	i-Ready	i-Ready	i-Ready	i-Ready	i-Ready
9:05-9:20	Language	Language	Language	Language	Test on Language
9:20-9:50	Intro Voc/Spelling	LAFS	Basal	Cold Read Assessment/LAFS	Basal Assessment
9:50-10:30	Basal Focus Skills	Model Cold Read	Writing Wednesday	Cold Read Assessment/LAFS	Centers: Two Rotations

Fifth Grade Reading Block Schedule

Week 1 ELA Block

Time	Mon	Tues	Wed	Thurs	Fri
10:40-10:55	AR	AR	AR	AR	AR
10:55-11:15	Vocab	Vocab	Practice worksheet	Practice worksheet	Cold Read Test
11:15-11:30	Spelling	Cold Read Practice	Cold Read Practice	Basal (CIM) ↓	↓
11:30-11:45	Grammar	↓	↓	↓	↓
11:45-12:10	Basal (Cim)	Center Rotation (Working with Words)	Center Rotation (Teacher Led)	Center Rotation (Technology)	↓

Week 2 ELA Block

	Monday	Tuesday	Wednesday	Thursday	Friday
10:40 - 10:55	AR	AR	AR	AR	AR
10:55 - 11:10	CIM Focus Lesson	CIM Practice	CIM Practice	CIM/ Spelling Assessment	Basal Assessment /Cold Read Test
11:10 - 11:40	Whole Group: Writing	Writing Practice	Writing Practice		
11:40 - 12:10	Center Rotations (Grammar/ Writing)	Center Rotation (Working with Words)	Center Rotation (Teacher Led)	Center Rotation (Technology)	

Niblack's Power Hour Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:40	iReady (30 min.)	i-Ready (30 min.)	Ready Book (Direct Instructional Focus)	Ready Book (Direct Instructional Focus)	C.I.M. Assess
2:10- 2:40	Centers (ACT)	Centers (ACT)	Centers (ACT)	Centers (ACT)	Centers (ACT)
	Tutorial/ Enrichment	Tutorial/ Enrichment	Tutorial/ Enrichment	Tutorial/ Enrichment	Tutorial/ Enrichment

Power Hour Schedule
Extended Hour of Reading

1:40-2:40

<u>Teacher</u>	<u>Power Hour Help</u>
Lee (K)	Jernigan/Bicknell
Loper (K)	Singh/King
Lopes (K)	Davis/J. Harris
Flournoy (1)	Rivers
Griffin (1)	Beaty
Lofton (2)	Brown
Mitchell (2)	Sinclair
Flournoy (3)	Prewitt/Ivery
Sowells (3)	James/Tunsil
Fuimaono (4)	Wyche
Mullins (4)	Harrell
Burgess (5)	Wiggins
Ford (5)	Renfro
Oles (IND)	English
Jordan (IND)	Williams, Ross, Crosby
Lewis (IND)	Bell, Richburg, Hines
Dillard (PreK)	Turner
Glover (VPK)	Hewitt

- BRT will assist with discipline.

2019-20 Para Schedule

Time	Rivers	Harrell	Wyche	Harris	Davis
8:00-8:15	Griffin	Flournoy	Ford	James	8:10-9:10 Lopes
8:15-8:30					
8:30-8:45	Flournoy	Sowell		Loper	
8:45-9:00					
9:00-9:15	Mitchell	Mullins	9-9:55 Burgess	Lopes	9:10-10:10 Loper
9:15-9:30					
9:30-9:45	Griffin				
9:45-10:00	Mitchell	Sowells	Fuimaono	Dillard	10:10-11:10 Lee
10:00-10:15					
10:15-10:30					
10:30-10:45				Flournoy	
10:45-11:00					
11:00-11:15	Lunch Duty	Lunch	Ford	Lunch	Lunch Duty
11:15-11:30					
11:30-11:45		Lunch Duty	Lunch	Break	
11:45-12:00					
12:00-12:15	Lunch	Mullins	12:00-12:45 Lunch Duty	11:45-12:45 Kelsey	12:15-12:45 Lunch
12:15-12:30					
12:30-12:40	Break				
12:40-12:50	Mitchell	Flournoy	12:45-1:10 Fuimaono	12:45-1:40 James	12:45-1:40 Lofton
12:50-1:00					
1:00-1:10	Griffin	Sowells	Burgess		
1:10-1:20					
1:20-1:30	Flournoy	Mullins	Fuimaono	Lopes	Lopes
1:30-1:40					
1:40-2:40 Power Hour	Flournoy				