

# Gadsden 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:** Tammy McGriff Farlin

**Contact Email:** [mcgriff@gcpsmail.com](mailto:mcgriff@gcpsmail.com)

**Contact Telephone:** 850-627-9651 ext. 1278

## District-Level Leadership

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

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

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Performance Goals							
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	33	34	30	38	35	38	39

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	39	40	39	42	48	44	46

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	13	12	12	11	14	10	9
White/Hispanic	13	12	8	7	8	10	9
Economically Disadvantaged/Non-Economically Disadvantaged	8	7	10	7	7	6	5
Students with Disabilities/Students without Disabilities	26	25	25	22	28	19	17
English Language Learners/ Non-English Language Learners	14	9	13	9	10	3	1

\* 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.**

Two Reading Coaches (instructional specialists for reading) will be funded through the K12 Reading Plan allocation, one with an elementary focus and the other with a secondary focus. These Reading Coaches (specialists) will provide services to all schools, PreK-12, with focused support to those designated as Differentiated Accountability (DA) schools. Services provided by reading specialists will include: (1) instructional support through learning walks to include modeling and coaching, (2) data collection, analysis and disaggregation, (3) provision and identification of instructional resources aligned with students' needs, and (4) the development of standards-based

curriculum guides and assessments. While the district does not utilize funds from the allocation to provide site-based reading coaches, such support is funded through other district allocations. Presently, all secondary schools have identified reading coaches who are site-based.

The allocation will also allow the district to provide a Summer Reading Camp for all third students scoring Level 1 on the FSA ELA by funding personnel, materials and supplies and transportation, when necessary. During the reading camp, students are provided intensive, differentiated, standards-based instruction, with a focus on the six components of reading. Highly effective teachers are recruited to serve as instructors during the Summer Reading Camp.

Schools identified on the Lowest 300 list receive support to implement the mandated extended hour. Schools on the list will submit an instructional plan that provides the instruction plan for each grade level. The goal of the extended hour is to address student deficiencies in reading, close the achievement gap or provide enrichment for students.

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

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

The Area Directors for Elementary and Secondary Education and the District Reading Coaches (instructional specialists for reading) will collect and review progress monitoring data.

**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.**

To determine if students in grades K – 8 are progressing towards the district goals, the following reports will be analyzed: i-Ready (i.e. Diagnostic Report, Standards Mastery, Instructional Usage, Class Response to Instruction, Growth Report, etc.), Star Early Literacy for grades Kindergarten - 2 (i.e. Screening Report, Growth Report, Instructional Planning – Student, Progress Monitoring, State Standards – Student, etc.), Star Reading for grades 3 - 8 (i.e. Screening Report, Growth Report, State Standards – Student, etc.), Performance Matters and Achieve 3000.

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

While school level reviews will be conducted weekly, district-level reviews will be conducted monthly during curriculum meetings and quarterly during the Educational Management Team meetings.

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

The Area Directors of Elementary and Secondary Education and the District Reading Coaches (instructional specialists for reading) will be responsible for ensuring the fidelity of implementation of appropriate interventions for students not progressing towards district goals.

**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 Area Directors of Elementary and Secondary Education and the District Reading Coaches (instructional specialists for reading) will be responsible for ensuring that classroom instruction is aligned to grade-level Florida Standards.

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

Area Directors of Elementary and Secondary Education will require schools to maintain daily lesson plans, ELA curriculum maps, monthly fluency records and class schedules. Additionally, technology-based supplemental resources such as i-Ready and Accelerated Reader will provide real-time data regarding alignment. These artifacts will be reviewed monthly by the District Reading Coaches (instructional specialists for reading) and during school support visits by the Area Directors.

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

Evidence will be collected monthly to ensure that grade-level standards are aligned to classroom instruction.

**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?**

All district Reading Coaches and content area program specialists will be responsible for ensuring that schools have 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?**

Gadsden will ensure that all content areas have access to informational text in a variety of mediums by providing resources from the district level along with resources from the schools. The Area Directors, District Reading Coaches (instructional specialists for reading) and the literacy/reading coaches at each school will meet monthly to discuss effectiveness and organize resources to share with content area teachers. Potential resources include: Readworks.org, Commonlit.org and CPALMS. This effort will be documented with agendas and sign-in sheets.

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

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

The Area Directors of Elementary and Secondary Education, District Reading Coaches (instructional specialists for reading), content area specialists, Director and program specialists for ESE and the Universal Design for Learning (UDL) team will ensure that classroom instruction is accessible to the full range of learners using UDL principles.

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

The district will ensure that classroom instruction is accessible to a full spectrum of diverse learners by reviewing lesson plans and conducting classroom learning walks. District-level staff will utilize a UDL Look Fors checklist to ensure that teachers are designing a learning environment that supports flexibility in the ways information is presented, knowledge is demonstrated, and or students are engaged. Completed checklists will be maintained on file by each instructional specialist for reading.

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

Evidence will be collected a minimum of once a month by each instructional reading specialist or ESE program specialist.

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

See Appendix A.

## **Research-Based Reading Instruction Allocation**

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

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

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

### **Professional Development**

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

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

The Director of Professional Learning is responsible for ensuring that all professional development activities are appropriately entered into the district's master inservice plan. The Area Directors of Elementary and Secondary Education and the District Reading Coaches (instructional specialists for reading) will ensure that all activities

funded through the Research-Based Reading Instruction Allocation are provided to the Director of Professional Learning so that they may be entered.

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

The district will coordinate funding in an effort to maximize opportunities to provide and access effective professional learning opportunities. To this end, \$2,000 will be utilized to support the K12 Reading Plan and literacy initiatives.

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

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

The Director of Professional Learning is responsible for ensuring that all professional development activities are appropriately entered into the district's master inservice plan. The director will ensure that professional learning opportunities are advertised and the appropriate audience is invited.

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

Funding for the aforementioned training will include (1) the Research-based Reading Allocation, (2) Title I, Part A, (3) Title II, Part A, (4) Title IV, and (5) other federal and state grants awarded to the district.

**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.**

<http://images.pcmac.org/Uploads/GadsdenCounty/GadsdenCounty/Divisions/DocumentsCategories/Documents/89A%20Reading%20Coach.pdf>

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

The district Reading Coaches (instructional specialists for reading) are assigned to the schools, based on student performance data. The coaches support the school level reading teachers and reading/literacy coaches in analyzing data, determining student reading needs, developing and implementing standards-based lessons, modeling effective strategies and monitoring student progress. Reading Coaches (instructional specialists for reading) ensure that small group instruction, based on progress monitoring data, is implemented regularly and with fidelity, to ensure that students with identified substantial reading deficiencies received intensive reading instruction. Further, the small group model allows teachers to differentiate instruction to address areas of concern in order to improve student performance before deficiencies intensify. Assigning support to schools through the district-level Reading Coaches (instructional specialists for reading) affords the district direct links to instructional practices and affords the most fragile students access to expert reading support.

- 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.**

N/A

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

- Elementary:1.0
- Middle:1.0
- High:1.0

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

For the 2018-2018 school year, the effectiveness of reading/coaches will be measured by students' outcomes on Star Early Literacy, Star and FSA ELA.

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

The proposed total amount to be funded for reading/literacy coaches is \$124,307.00



## **Supports for Identification and Intervention of Students With Reading Deficiencies**

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

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

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

The Research-Based Reading Instruction allocation will support two Reading Coaches (instructional specialists for reading) will be funded through the K12 Reading Plan allocation, one with an elementary focus and the other with a secondary focus. These coaches (specialists for reading) will provide services to all schools, PreK-12, with focused support to those designated as Differentiated Accountability (DA) schools. Services provided by reading specialists will include: (1) instructional support through learning walks to include modeling and coaching, (2) data collection, analysis and disaggregation, (3) provision and identification of instructional resources aligned with students' needs, and (4) the development of standards-based curriculum guides and assessments.

**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.**

Student achievement data were reviewed to prioritize services and support to schools.

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

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

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

We have no intervention teachers that are funded through the Research-Based Reading Instruction 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.:**

Supplemental instructional materials that may be purchased using these funds include leveled classroom libraries and Triumph's Learning Common Core Support Coach.

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

The total amount to be expended from the allocation is \$3,000.00

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

The district will coordinate with General Funds to provide the required intensive, explicit, systematic and multisensory interventions for students in grades K-3.

**Summer Reading Camps**

Please complete the following questions regarding SRC.

**1. SRC Supervisor Name:**Sarah Knight

**2. Email Address:**[knights@gcpsmail.com](mailto:knights@gcpsmail.com)

**3. Phone Number:**850-627-9651

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

George W. Munroe Elementary

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

**a. Start Date:**June 11, 2018

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

**c. Number of instructional hours per day in reading:**5.5

**d. End Date:**July 26, 2018

**e. Total number of instructional hours of reading:**132 hours

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

All teachers selected to deliver SRC instruction are highly effective, reading endorsed and or ESOL endorsed.

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

12:1

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

The SRC will run concurrent with the SOH Academy. Students in grades Prekindergarten through 3 will be invited to attend the SOH Academy.

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

The District will utilize the SAT10 as the final determinant of mastery of standards for students enrolled in the SRC. Additionally, STAR will be used as a pre/post assessment to document student achievement. Progress monitoring will be done through i-Ready using the final diagnostic results from March and April.

**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	\$27,958.00
District expenditures on Reading Coaches (instructional specialists for reading)	\$124,307.00
District expenditures on intervention teachers	\$0.00
District expenditures on supplemental materials or interventions	\$3,000.00
District expenditures on professional development	\$2,000.00
District expenditures on summer reading camps	\$57,872.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$95,497.00
Flexible Categorical Spending	\$0.00
Sum of Expenditures	\$310,634.00
Amount of district research-based reading instruction allocation for 2018-2019	\$310.634.00

## APPENDIX A

### Gadsden District Department of Elementary and Secondary Curriculum and Instruction

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Tammy McGriff Farlin, EdS  
Area Director, Elementary Education



Sylvia Jackson, Ed.D.  
Area Director, Secondary

## Departmental Meeting

April 13, 2018

2:30 pm – 4:00 pm

*Meeting Goal: Draft K12 Reading Plan that is systemic and aligns with SP&P, ELL Plan and District Strategic Plan*

### Agenda

1. District 2018-2019 K12 Reading Plan
  - a. 2017-18 Plan Review
  - b. Alignment with SP&P
  - c. Alignment with ELL
  
2. Next Steps
  - a. Review of Pupil Progression Plan (April 27, 2018)
  - b. Review of Supplemental Program Data (April 27, 2018)
    1. i-Ready (Usage and Performance)
    2. Star Early Literacy and Star (Performance)
    3. Acaletics (Performance)
    4. AR (Usage and Progress)
  - c. Supplemental Resource Discussion (April 27, 2018)
    1. i-Ready
    2. Star Early Literacy and Star
    3. AR
    4. Acaletics
  
3. Closing Comments

*“Progress is impossible without change & those who cannot change their minds, cannot change anything.”*

*~George Bernard Shaw*

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Mrs. Sarah Knight  
Instructional Specialist, Reading

Mrs. Doris Hinson  
Instructional Specialist, Reading

Mrs. Betty James  
Instructional Specialist, Reading

Mr. Calvin Robinson  
Instructional Specialist, Math

Mr. Abria Harris  
Instructional Specialist, Math

Mrs. Cheryl Ellison  
Program Assistant

Mr. Roger P. Milton  
Superintendent of Schools

## APPENDIX A

### **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;

**Chart DT1 Elementary (K – 5) Identification /Intervention Decision Tree**

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
<p><b>GRADE K – 2</b></p>	<p><b><u>STAR EARLY LITERACY</u></b>  <i>Assessment Period 1</i>                      AUGUST/SEPTEMBER 2018</p> <p><i>Assessment Period 2</i>                      OCTOBER/NOVEMBER 2018</p> <p><i>Assessment Period 3</i>                      JANUARY 2019</p> <p><i>Assessment Period 4</i>                      APRIL 2019</p> <p><b><u>I-READY DIAGNOSTIC</u></b>  <i>Assessment Period 1:</i>                      AUGUST/SEPTEMBER 2018</p> <p><i>Assessment Period 2:</i>                      JANUARY 2019</p> <p><i>Assessment Period 3:</i>                      MAY 2019</p>	<p><b>IF</b>                      Students have a scale score of [Grade K: <b>497 – 529</b>; Grade 1: <b>603 – 562</b>; Grade 2: <b>561 – 500</b>] on the Star Early Literacy or score in <b>Profile 5</b> on the i-Ready Diagnostic, the overall reading is <b>on or above level</b>.</p> <p>Students have a scale score of <b>438 – 496</b> on the Star Early Literacy or score in Profiles 3 or 4 on the i-Ready Diagnostic, students need <b>intervention</b>.</p> <p>Students have a scale score of <b>437 and below</b> on the Star Early</p>	<p><b>THEN</b>  <b>Benchmark Zone</b>                      Teachers will provide Tier 1 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida Standards.</p> <p><b>Intervention Zone</b>                      Data here shows that students are not progressing adequately. Parents will receive a letter regarding their students’ performance.</p> <p>Teachers will provide Tier 1 and Tier 2 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida Standards.</p>	<p>Based on data from the Star Literacy Report and i-Ready diagnostic, students scoring in this zone will receive daily online i-Ready instruction in the lab, small group differentiated instruction in the classroom based on the child’s performance and regularly scheduled Accelerated Reader sessions.</p> <p>Based on data from the Star Early Literacy Report and i-Ready</p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
<b>GRADES 3 – 5</b>		<p>Literacy and score in Profiles 1 or 2 on the i-Ready Diagnostic; students have an <b>urgent</b> need for intervention.</p> <p><b>IF</b> Students have a percentile score at 40 and above on Star Reading, score in</p>	<p><b>Urgent Intervention Zone</b></p> <p>Data here shows that students are not progressing adequately. Parents will receive a letter describing the child’s performance.</p> <p>Teachers will provide Tier 1, Tier 2, and Tier 3 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and master Florida Standards.</p>	<p>Diagnostic, students scoring in this zone will be identified as having a substantial reading deficiency and will receive Tier 3 instruction that includes intensive, explicit, systematic, and multisensory reading interventions (such as read alouds, word building activities, etc.) The school will 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 reading deficiency and initiate intensive reading interventions; an additional 20 to 30 minutes of explicit intervention in addition to the 90 minute block. This time may be provided in the lab or classroom daily.</p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
	<p><b><u>STAR READING</u></b>  <i>Assessment Period 1</i>  AUGUST/SEPTEMBER, 2018</p> <p><i>Assessment Period 2</i>  OCTOBER/NOVEMBER, 2018</p> <p><i>Assessment Period 3</i>  JANUARY 2019</p> <p><i>Assessment Period 4</i>  APRIL 2019</p> <p><b><u>I-READY</u></b>  <b><u>DIAGNOSTIC</u></b></p>	<p>Profile 5 on i-Ready Diagnostic and score Levels 3 – 5 on FSA-ELA, the overall reading is on or above grade level.</p> <p>Students have a percentile score of 25 - 39 on Star Reading, score in Profiles 3-4 on i-Ready Diagnostic and score Level 2 on FSA-ELA, students need <b>intervention</b> because they have on-level phonics, limited to moderate vocabulary and low comprehension.</p>	<p><b>THEN</b>  <b>Benchmark Zone</b>  Provide Tier 1 instruction using core reading program with emphasis on skills needed to successfully master Florida Standards by the end of the year. Students will also participate in regularly scheduled Accelerated Reader (AR) sessions.</p> <p><b>Intervention Zone</b>  Data here shows that students are not progressing adequately. Parents will receive a letter describing the child’s deficiency.</p> <p>Teachers will provide Tier 1 and Tier 2 instruction using the</p>	<p>Teachers will use the Instructional Grouping Profile to determine areas of strengths and weaknesses to target instruction in phonological awareness, phonics, high-frequency words, and vocabulary. Students will also participate in regularly scheduled Accelerated Reader sessions.</p>



GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
	<p><i>Assessment Period 1:</i> OCTOBER 2018</p> <p><i>Assessment Period 2:</i> JANUARY 2019</p> <p><i>Assessment Period 3:</i> MAY 2019</p> <p><b>FSA-ELA</b> <b>February – May, 2019</b></p>	<p>Students have a percentile score of 24 and below, score in Profiles 1 or 2 on i-Ready Diagnostic or score Level 1 on FSA-ELA, students have an <b>urgent</b> need for intervention because they have below-level phonemic awareness, phonics and limited vocabulary.</p>	<p>core reading program with emphasis on skills needed to successfully read grade level text and master Florida Standards by the end of the year. Students will also participate in regularly scheduled Accelerated Reader (AR) sessions.</p> <p><b>Urgent Intervention Zone</b> Data here shows that students are performing 1-2 grade levels below and not making adequate progress. Parents will receive a letter describing the child’s deficiency.</p> <p>Teachers will provide Tier 1, Tier 2, and Tier 3 instruction using the core reading program with emphasis on foundational skills needed to successfully read grade level text and</p>	<p>Based on data from the FSA-ELA Assessment, Star Reading and i-Ready diagnostics, students scoring in this zone will receive daily on-line i-Ready instruction in the lab and small group differentiated instruction in the classroom with emphasis on vocabulary and comprehension.</p> <p>Based on data from the Star Early Literacy Report and i-Ready Diagnostic, students scoring in this zone will be identified as having a substantial reading deficiency and will</p>

GRADE LEVEL	ASSESSMENTS/TIME FRAMES	PERFORMANCE BENCHMARK		INTERVENTION
			<p>master Florida Standards by the end of the year. Students will also participate in regularly scheduled Accelerated Reader (AR) sessions.</p>	<p>receive Tier 3 instruction that includes intensive, explicit, systematic, and multisensory reading interventions (such as read alouds, word building activities, etc.) The school will 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 reading deficiency and initiate intensive reading interventions; an additional 20 to 30 minutes of explicit intervention in addition to the 90 minute block. This time may be provided in the lab or classroom daily.</p>

**CHART DT2 – MIDDLE (6-8) IDENTIFICATION/INTERVENTION DECISION TREE**

<b>PROGRESS MONITORING ASSESSMENTS</b>	<b>DATES</b>	<b>IF</b>	<b>THEN</b>	<b>PROGRAM/MATERIALS/STRATEGIES</b>
<b>FSA ELA</b>  <b>I-READY</b>	<b><u>I-READY</u></b> <b><u>DIAGNOSTIC</u></b> <i>Assessment Period 1:</i> AUGUST/SEPTEMBER 2018  <i>Assessment Period 2:</i> JANUARY 2019  <i>Assessment Period 3:</i> MAY 2019	Student scores Level 1	Student scores on i-Ready and standards-based assessments are reviewed.	During the ELA block and or intensive reading class, teachers will provide Tier 1, Tier 2 and Tier 3 instruction with emphasis on skills and strategies needed to successfully close the achievement gap. Students will be provided grade level texts to demonstrate mastery of the Florida Standards. Materials and interventions that may be used during small group instruction to provide reading intervention and cognitive challenges include the following: <ul style="list-style-type: none"> <li>• Targeted instruction in deficient areas provided by reading endorsed and certified teacher(s);</li> <li>• 45 minutes of instruction per their instructional path based on i-Reading diagnostic data;</li> <li>• Participation in the Accelerated Reader 360 Program; and</li> <li>• Additional support from the site-based reading coach</li> </ul>
		Student scores Level 2  Student scores Profiles 1 or 2 in i-Ready	Student scores on i-Ready and standards-based assessments are reviewed.	Teachers will provide Tier 1 and Tier 2 instruction with emphasis on skills and strategies needed to successfully close the achievement gap. Students will be provided grade level texts to demonstrate mastery of the Florida Standards. Materials and interventions that may be used during small group instruction to provide reading intervention and cognitive challenges include the following:

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
				<ul style="list-style-type: none"> <li>• Targeted instruction in deficient areas provided by reading endorsed and certified teacher(s);</li> <li>• 45 minutes of instruction per their instructional path;</li> <li>• Participation in the Accelerated Reader 360 Program; and</li> <li>• STAR Reading Instructional Planning Report</li> </ul>
<b>i-Ready Diagnostic</b>	August 2018  December 2018  May 2019	Student scores in <b>Profiles 1 or 2</b> on i-Ready Diagnostic, students have an <b>urgent</b> need for intervention because they exhibited below-level phonemic awareness, phonics and limited vocabulary.	Data shows that students are performing 2 or more grade levels below and not making adequate progress. Parents will receive a letter in reference to the student's performance.  Teachers will provide Tier 1, Tier 2, and Tier 3 instruction with emphasis on skills and strategies needed to successfully close the achievement gap. Students will be provided grade level texts to	Students scoring in this zone will <ul style="list-style-type: none"> <li>• receive Tier 3 instruction.</li> <li>• be provided instruction based on the instructional grouping profile to determine areas of strength and weaknesses to target instruction in phonics, vocabulary and comprehension and</li> <li>• receive a minimum of 45 minutes or more of on-line instruction each week.</li> </ul> <p><b>Qualifications</b>            Teachers selected to provide instruction will have the following: 1) Bachelor's Degree from an accredited university; 2) Reading Endorsed or Reading Certified; and 3) Demonstrated success with at-risk students.</p>

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
			demonstrate mastery of the Florida Standards.	
		Student scores in <b>Profiles 3 or 4</b> , student needs intervention because they exhibited on-level phonics, limited to moderate vocabulary and low comprehension	Data shows that students are not progressing adequately. Parents will receive a letter in reference to the student's performance.  Teachers will provide Tier 1 and Tier 2 instruction using grade level text to demonstrate mastery of the	Students scoring in this zone will <ul style="list-style-type: none"> <li>• Receive targeted instruction in deficient areas provided by reading endorsed and certified teacher(s);</li> <li>• Receive a minimum 45 minutes of instruction per their instructional path;</li> <li>• Participate in the Accelerated Reader 360 program; and</li> <li>• Receive differentiated small group instruction as needed.</li> </ul>

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
			Florida Standards.	
		Student scores in <b>Profile 5</b> , the overall reading is on or above grade level.	Teachers will provide Tier 1 instruction using grade level texts to maintain mastery of the Florida Standards.	
<b>Star Reading</b>	September 2018 January 2019 May 2019	Student scores at or above the 40 <sup>th</sup> percentile	Student is performing at and/or above the required benchmark.	
		Student scores between the 21 <sup>st</sup> and the 39 <sup>th</sup> percentile	Student scores indicate the need for interventions and/or remediation.	Students will receive reading interventions via differentiated instruction based on STAR Reading data.

PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
		Student scores at or below the 20 <sup>th</sup> percentile	Student scores indicate the need for urgent intervention and/or remediation.	<ul style="list-style-type: none"> <li>Students will receive reading interventions via differentiated instruction based on STAR Reading data.</li> </ul>
<i>For students who are not responding to provided reading interventions, changes will be made as needed, based on student data.</i>				

**CHART DT3 – HIGH (9 - 12) IDENTIFICATION/INTERVENTION DECISION TREE**

<b>PROGRESS MONITORING ASSESSMENTS</b>	<b>DATES</b>	<b>IF</b>	<b>THEN</b>	<b>PROGRAM/MATERIALS/STRATEGIES</b>
FSA ELA	April 2018	Student scores Level 1 on FSA-ELA	Students' FSA ELA data will be reviewed to determine the specific intervention required.	<p>Teachers will provide Tier 3 instruction. Materials and interventions that may be used include the following:</p> <ul style="list-style-type: none"> <li>• Parents will receive a letter describing the child's deficiency</li> <li>• Student will be scheduled into an intensive reading course.</li> <li>• Targeted instruction provided by Reading Endorsed/Certified teacher(s)</li> <li>• 45 minutes of online instruction per week utilizing students' instructional path.</li> <li>• Achieve 3000 Screener will be administered.</li> <li>• Participation in Achieve 3000, an online program that uses level-sets to differentiate reading content with emphasis on vocabulary and comprehension skills needed to successfully read grade level text and master Florida Standards by the end of the year</li> </ul> <p>Student progress is monitored consistently utilizing the Achieve 3000 Screener, based on responses and overall scores for activities. Lexile levels are adjusted twice monthly and reports are generated every two months highlighting overall Lexile levels and students strengths / weaknesses by standard.</p>



PROGRESS MONITORING ASSESSMENTS	DATES	IF	THEN	PROGRAM/MATERIALS/STRATEGIES
				<p><b>Qualifications:</b> Teachers selected for the Intensive Reading course will have the following: 1) Bachelor’s Degree from an accredited university; 2) Reading Endorsed or Reading Certified; and 3) Success with at-risk students.</p>
		Student scores Level 2 on FSA – ELA	Students are not progressing adequately. Teachers will provide Tier 1 and Tier 2 instruction using the core reading program.	<p>Students will</p> <ul style="list-style-type: none"> <li>• receive additional instruction using the Close Reader and Level-Up Tutorials to support Tier 1 instruction using the core program</li> <li>• receive instruction with emphasis on vocabulary and comprehension and skills and strategies needed to successfully read grade level text and master Florida Standards</li> <li>• Parents will receive a letter describing the child’s deficiency.</li> </ul>
		Students have a score of Level 3 – 5 on FSA-ELA the overall reading is on or above level	Teachers will provide Tier 1 instruction using core reading program with emphasis on the skills and strategies needed to successfully read grade level text and master Florida Standards.	
<p><i>For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data.</i></p>				

## APPENDIX C

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

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

#### **Section 1: Contact Information**

- 1. District name:** Gadsden
- 2. Contact name for schools covered on this plan:** Dr. Ronald Peterson
- 3. Contact phone number:** 850-875-8800
- 4. Contact email:** <mailto:MPeterson@gcpsmail.com>
- 5. Schools covered by this plan:** George W. Munroe Elementary

#### **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:** 8:40AM
- 2. School dismissal time:** 3:40PM
- 3. Total number of instructional minutes per day:** 6 hours and 50 minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 165 minutes

#### **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 school uses to serve these students.**

Not Applicable. George W. Munroe is a Pre-Kindergarten to 3<sup>rd</sup> Grade School and we do not have any students with previous level 4 or level 5 on the statewide English Language Arts assessment. However, we provide enrichment for all students who have above grade level equivalence and/or scale score from the following diagnostic assessments (STAR Reading and iReady).

## APPENDIX C

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

All teachers and reading specialists are evaluated annually utilizing the state and School Board approved Gadsden County Instructional Evaluation System. Every effort is made to ensure that teachers assigned to providing instruction in reading, are those whose evaluation reflect that they are “Effective” or higher. Because of the critical shortage of teachers, in the event that a teacher is assigned who is less than “Effective”, mentors are assigned to those teachers. The mentors provide the support necessary to ensure that instruction is aligned with Florida standards and students’ needs are addressed. The intensive reading block of instruction consists of the implementation of supplemental reading curriculums that are aligned with Florida Standards and geared toward improving students’ knowledge and comprehension of reading skills.

Kindergarten through third grade will implement the Walk to Read instructional model. The teacher provides performance based instruction through a supplemental reading curriculum to include but not limited to: Phonics for Reading (Levels 1-3), Performance Coach, Instructional Coach, Support Coach, Write-In Reader, Journeys’ Tools Kit, and Ready Teach Toolbox.

- 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 school uses during the additional hour and how your school has proven it to accelerate progress of students exhibiting a reading deficiency.**

The intensive reading instruction in the additional hour uses aforementioned research-based programs. In addition, Renaissance Accelerated Reader 360, STAR Reading, STAR Early Literacy and i-Ready are used to assess, monitor, and accelerate student reading. Student performance results are used to differentiate instruction so that it is targeted to the specific needs of the students. Teachers utilize small group instruction, which allows students with similar difficulties to receive additional support.

The strategies and programs were employed during the 2017-2018 school year. The school experienced an increase in proficiency in reading from 16% in 2017 to 34% in 2018, based on the FSA – ELA. Additionally, for the students showing learning gains, there was an improvement from 34% in 2017 to 93% in 2018. We attribute the improvement on FSA to the implementation of both small group instruction, Renaissance Learning products and i-Ready resources.

## APPENDIX C

- 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 school uses to ensure this occurs.**

Renaissance Accelerated Reader 360, STAR Reading, STAR Early Literacy, and i-Ready data are used to differentiate instruction and to determine the programs and strategies that will best meet the needs of the students. School administrators, reading coach and district reading coach work together to devise an instructional framework which is implemented by the teachers during the one hour of intensive reading.

School administrators and the reading coach/specialist conduct weekly learning walks to monitor instruction and support teachers. Weekly data meetings are held with each grade level team, school administrators and reading coach/specialist. After data is disaggregated, decisions are made regarding whether instructional practices should be adjusted. When necessary, professional development is provided to the classroom teacher, including but not limited to in-class modeling.

District administrators regularly monitor school data from Star Early Literacy, Star Reading and i-Ready in order to gauge the effectiveness of support being provided.

- 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 uses to ensure this occurs.**

The Framework the teachers are provided includes explicit and systematic reading strategies which includes: phonemic awareness, phonics, fluency, vocabulary, and comprehension development. In addition, the teacher-student ratio is smaller. Small groups are mandatory. The groups are fluid based on student mastery. Teachers with students who have demonstrated a significant deficiency have the ability to alter plans to ensure mastery of skills based on student deficiency. Teachers with students who require enrichment are encouraged to accelerate the curriculum based on students' abilities to include novel studies.

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- 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 school uses to ensure this occurs.**

During this reading block, the instructional materials chosen are embedded with a plethora of information text including: science, social studies, and mathematics. Informational text, such as found in the core curricular resource, *Social Studies Weekly*, is integrated into the reading block. Teachers can plan and develop lessons that are interrelated from different contents. Teachers explicitly teach and model for students ways to monitor their thinking as they read the informational texts from social studies, science and mathematics. Students learn strategies that help them become better readers, reflecting on what they are understanding. Small groups/centers allow students to practice when and how to apply appropriate strategies to help them understand what they read and how to move towards comprehending when they get stuck.

## APPENDIX C

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

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

#### **Section 1: Contact Information**

- 1. District name:** Gadsden
- 2. Contact name for schools covered on this plan:** Lisa Robinson, Principal
- 3. Contact phone number:** 850-627-3145
- 4. Contact email:** [mrobinsonl@gcpsmail.com](mailto:mrobinsonl@gcpsmail.com)
- 5. Schools covered by this plan:** Stewart Street Elementary

#### **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:** 8:45 a.m.
- 2. School dismissal time:** 3:50 p.m.
- 3. Total number of instructional minutes per day:** 7 hours
- 4. Minutes per day of reading instruction (must be at least 150):** 150 minutes

#### **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 school uses to serve these students.**

Students who earned level 4 or level 5 on the statewide standardized English Language Arts assessment for the 2017-2018 school year will be afforded enrichment activities to ensure meaningful experience will support acquisition of knowledge. Leveled Readers, computer-assisted instruction (iReady and Accelerated Reader), and wide-reading opportunities from cross-curricular text and various genres that will expound comprehension and vocabulary.

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- 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 school uses to ensure this occurs.**

All teachers and reading specialists are evaluated annually utilizing the state and School Board approved Gadsden County Instructional Evaluation System. Every effort is made to ensure that teachers assigned to providing instruction in reading, are those whose evaluation reflect that they are “Effective” or higher. Because of the critical shortage of teachers, in the event that a teacher is assigned who is less than “Effective”, mentors are assigned to those teachers. The mentors provide the support necessary to ensure that instruction is aligned with Florida standards and students’ needs are addressed. The intensive reading block of instruction consists of the implementation of supplemental reading curriculums that are aligned with Florida Standards and geared toward improving students’ knowledge and comprehension of reading skills.

Teachers in grades kindergarten through second implement *Phonics for Reading*. This curriculum reinforces phonics, phonological awareness and fluency for students in primary grades. Students are able to differentiate letter sounds, understand spelling patterns, and use vocabulary to make connections.

Teachers in grade third through fifth implement *Florida Ready ELA, Journeys’ Write in Reader* and *Leveled Readers* during small group of tiered instructions. The students receive rigorous interventions to meet their specific learning needs. In addition, teachers facilitate *FCIM* to monitor the students’ progress and to make informed decisions about student learning.

All of the students are engaged in an interactive reading program called *i-Ready*. *i-Ready* delivers differentiated instructions to address students’ individual needs.

Each program is research-based and provides interventions that target students’ area of deficiency and to close the learning gaps in achievement.

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

*Renaissance Learning (Accelerated Reading)* and *i-Ready LAFS* are research-based programs used to provide instruction to students who exhibit reading deficiencies. These programs have embedded within, diagnostic tests, which are used to provide students with remediation of skills based on individual needs. After diagnostic testing is completed, students are supplied with instructional routines that monitor their reading abilities. Progress monitoring, scaffold through mini assessments and quizzes, are used to decide next steps of instructions and/or remediation based on student mastery.

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The strategies and programs were employed during the 2017-2018 school year. The school experienced an increase in proficiency in reading from 25% in 2017 to 42% in 2018, based on the FSA – ELA. Additionally, for the students in the Lowest 25<sup>th</sup> percentile, there was an improvement from 42% in 2017 to 66% in 2018. We attribute the improvement on FSA to the implementation of both small group instruction, Renaissance Learning products and i-Ready resources.

- 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 school uses to ensure this occurs.**

Differentiated instruction of intensive reading is driven by students' individual data from previous year FSA ELA scores and the following diagnostic assessments provided at the beginning of the year; *Journeys Reading*, *i-Ready LAFS*, and *Renaissance Learning (Accelerated Reading)*. Tiered instruction is delivered based on students' needs, and improvement of reading deficiencies are tracked through progress monitoring such as classroom formative assessments, i-Ready Standard Mastery assessments and district reading assessments.

School administrators and the reading coach/specialist conduct weekly learning walks to monitor instruction and support teachers. Weekly data meetings are held with each grade level team, school administrators and reading coach/specialist. After data is disaggregated, decisions are made regarding whether instructional practices should be adjusted. When necessary, professional development is provided to the classroom teacher, including but not limited to in-class modeling.

District administrators regularly monitor school data from Star Early Literacy, Star Reading and i-Ready in order to gauge the effectiveness of support being provided.

- 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 uses to ensure this occurs.**

The Response to Intervention framework ensures that students are provided explicit and systematic reading instruction to enhance the development of foundational skills of reading. Teachers are able to implement research-based instruction and strategies to bridge gaps in learning by focusing on the skills students are experiencing difficulty. Tiered learning allows differentiation and support individualized learning, so that each learner experiences success. Small group instruction is utilized to ensure targeted assistance.



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- 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 school uses to ensure this occurs.**

During the reading block, Leveled Readers from the core math and science curriculum support intensive reading instruction. Additionally, core instructional resources such as *Social Studies Weekly* help to focus on informational text vocabulary, comprehension skills, and responsive writing.