

2020-2021 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 2020-2021 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:** Hillsborough County Schools
2. **Contact name for schools covered on this plan:** Tracie Bergman
3. **Contact phone number:** 727-492-0013
4. **Contact email:** tracie.bergman@hcps.net
5. **Schools covered by this plan:** FOREST HILLS ELEMENTARY SCHOOL, SHEEHY ELEMENTARY SCHOOL, REDDICK ELEMENTARY SCHOOL, KIMBELL ELEMENTARY SCHOOL, THOMPSON ELEMENTARY, LAMB ELEMENTARY, BING ELEMENTARY SCHOOL, JUST ELEMENTARY SCHOOL, BROWARD ELEMENTARY SCHOOL, BRYAN ELEMENTARY SCHOOL, BURNEY ELEMENTARY SCHOOL, CLAIR-MEL ELEMENTARY SCHOOL, CLEVELAND ELEMENTARY SCHOOL, LOCKHART ELEMENTARY MAGNET SCHOOL, DOVER ELEMENTARY SCHOOL, EDISON ELEMENTARY SCHOOL, FOLSOM ELEMENTARY SCHOOL, FOSTER ELEMENTARY SCHOOL, GIBSONTON ELEMENTARY SCHOOL, GRAHAM ELEMENTARY SCHOOL, IPPOLITO ELEMENTARY SCHOOL, JACKSON ELEMENTARY SCHOOL, KENLY ELEMENTARY SCHOOL, TAMPA HEIGHTS ELEMENTARY MAGNET, MANGO ELEMENTARY SCHOOL, MCDONALD ELEMENTARY SCHOOL, MILES ELEMENTARY SCHOOL, MORT ELEMENTARY SCHOOL, OAK PARK ELEMENTARY SCHOOL, PALM RIVER ELEMENTARY SCHOOL, PIZZO ELEMENTARY SCHOOL, POTTER ELEMENTARY SCHOOL, ROBLES ELEMENTARY SCHOOL, RUSKIN ELEMENTARY SCHOOL, SHAW ELEMENTARY SCHOOL, TEMPLE TERRACE ELEMENTARY SCHOOL, THONOTOSASSA ELEMENTARY SCHOOL, WASHINGTON ELEMENTARY SCHOOL, JAMES ELEMENTARY SCHOOL, WIMAUMA ELEMENTARY SCHOOL, WITTER ELEMENTARY SCHOOL (Yellow highlight indicate the EL schools referenced below)

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:** 12:55 on Monday, 1:55 Tuesday-Thursday
3. **Total number of instructional minutes per day:** 265 min Mon, 325 min T-F
4. **Minutes per day of reading instruction (must be at least 150):** 150 Mon, 160-T-F

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.

Because the instruction is held within the school day, all students are present. Students scoring a level 4 or 5 participate in the small group differentiated rotations that occur during this instruction. These students may be clustered into the same groups and utilize Achieve3000 to support their reading needs. They may read multiple articles around like topics, be placed in collaborative groups to create a graphic organizer or writing response to these texts. They may also be asked to conduct additional research around a topic and respond using technology, performance, visuals or writing. Teachers are also asked to meet with these students to extend their thinking through higher order questions at a DOK level 3 or 4. The ALDs for fourth and fifth grade FSA are used to help formulate appropriate response items. These students are progress monitored through Achieve3000, formative assessments in the classroom and the i-Ready diagnostic to ensure their performance in class stays at the proficient level.

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

Teachers at the L300 teaching intensive reading to 3rd grade retained, 4th and 5th graders must have a VAM at least at an Effective rating as per the state calculation. When VAM scores are released, regional superintendents and principals review the data and ensure that all teachers providing intensive reading instruction as part of the L300 requirement meet these criteria. In addition, walk through data, i-ready data and Achieve3000 data is reviewed regularly with the teacher throughout the year to ensure that the teacher is making adequate progress and growth with all Level 1, 2 and 3 students as well as retained 3rd graders.

- 3. The intensive reading instruction delivered in this additional hour shall include evidence-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 it has been proven to accelerate progress of students exhibiting a reading deficiency.**

The intensive reading instruction includes an opportunity for students to access grade level complex text aligned to content area literacy through the use of the Achieve3000 program. This program has built in assessment and progress monitoring capabilities. It is adaptive to the students' current level and tracks them on a path to acceleration to ensure they have access to high quality, grade level complex text by the end of the year. Students are to complete 1-2 passages a week. In addition, teachers can pull texts from the program for small group instruction so that they can instruct students on strategies needed to grapple and comprehend text beyond the student's independent level. This is an evidence-based program and has been in districts across the state as a supplemental

material to move student performance forward in reading. Another component of the intensive reading time is aligned towards the core instruction and re-engaging students with standards with which they may have shown difficulty. This is through the use of the supplemental materials in the i-Ready Online Teacher Toolbox. Resources such as the pre-requisite PDF's, resource PDF lessons, online videos reteaching subject area, specific vocabulary lessons and additional practice items are used to support students' growth in standards' mastery. This program, put out by Curriculum Associates, is evidence based and state approved and aligns directly with one of our Tier 1 measures, the i-Ready Diagnostic. For students needing additional support the SIPPS program, a comprehensive phonics program, is used to remediate students with gaps in their phonological awareness and fluency skills. Students are placed in a program level based on grade level and are progress monitored through Mastery Assessments. Ten of our L300 schools use the EL curriculum, and within the extra hour, they are using the ALL program, which has differentiated instruction and practice in all areas of reading, in particular comprehension, fluency, vocabulary and language. Students are placed based upon their initial assessment data. Students are monitored through ongoing assessment and frequent monitoring with feedback from the teacher, and groups and lessons are adjusted according to this data review.

- 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.**

Because Achieve3000 is adaptive, it is based upon students initial Levelset Lexile score. Once students are assessed, they are then provided passages with built in progress monitoring with FSA aligned question sets that can be reviewed by teachers. Based upon this data, teachers can pull additional passages and provide instruction aligned to needs, conduct informal running records and monitor student performance on cold reads. Data chats between teacher and student regarding performance on Achieve3000 are also a key piece of progress monitoring. Progress in i-Ready is at multiple levels as well. There is the i-Ready diagnostic that not only shows students' instructional needs, but then directs students into programming based on needs. This programming is monitored weekly based upon review of student usage and performance on daily online assignments. In addition, i-Ready growth assessments are used monthly to see how students are progressing in areas of weakness. Students are provided a trajectory for growth and data chats between teacher and student regarding performance on i-Ready play a key part in progress monitoring. For students needing SIPPS instruction to support progress, the initial placement assessment provides diagnostic data and students are progressed monitored though the Mastery Assessments. Ten of our L300 schools use the EL curriculum, and within the extra hour, they are using the ALL program, which has differentiated instruction and practice in all areas of reading, in particular comprehension, fluency, vocabulary and language. Students are placed based upon their initial assessment data. Students are monitored through ongoing assessment and frequent monitoring with feedback from the teacher, and groups and lessons are adjusted according to this data review.

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

The intensive instruction is provided through targeted small group instruction in all L300 schools. Students receive comprehension and vocabulary instruction through their teacher led group using resources from the Ready LAFS program and/or Achieve3000. This instruction aligns to grade level standards and is scaffolded so that students receive necessary support through questioning, conversation prompts, and writing. They then work on i-Ready if they are struggling in phonics or phonemic awareness or on Achieve3000 if their need is comprehension or vocabulary. Students needing support in phonics also receive instruction in the Challenge level of SIPPS. Because the group size of all rotations is no more than five, students are able to receive guided instruction and appropriate practice with ongoing monitoring and actionable feedback by the teacher. Ten of our L300 schools use the EL curriculum, and within the extra hour, they are using the ALL program, which has differentiated instruction and practice in all areas of reading, in particular comprehension, fluency, vocabulary and language. Students are placed based upon their initial assessment data. Students are monitored through ongoing assessment and frequent monitoring with feedback from the teacher, and groups and lessons are adjusted according to this data review. Student work and data is studied by teams in PLCs. This is monitored by our coaches and administrators through our supervisors and Regional Superintendents.

- 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.**

Social studies is included in our ELA block. Our district social studies team worked closely with the ELA team to ensure that the instructional guides include social studies resources that align to the content and standards of reading. In addition, the writing prompts are based upon the social studies texts so that students are writing in response to nonfiction, social studies text. Additional texts from Ready LAFS aligned to the science content are also used as a part of the teacher led and independent small group rotation. The small group rotations follow the read, think, talk write model recommended by Ready LAFS to allow students time to read texts multiple times, collect their thinking in graphic organizers, and discuss and write short responses. These texts may also be extended into writing time for extended writing responses. In addition to just texts, students are asked to explain various scientific diagrams, mathematical graphs and drawings, and various charts and maps to help them comprehend text. Our ten EL schools utilize units that align to core content knowledge, connecting to science, STEM and social studies standards. During the intensive reading instruction hour, students are provided an opportunity to read

additional texts at their instructional and independent levels aligned to this core knowledge, discuss these texts collaboratively with teacher and peers, and write in response to reading through graphic organizers, short and extended responses and essays.