2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts
Identify the name, email address, position title, and job duties/responsibilities for each member of the district reading team.

Contact	Name, Title, Email, Phone
Data Element	Norris, Samantha District MIS Specialist samantha.norris@hamiltonfl.com 386-792-7823
Main District Reading Contact	Stone, Cherie Reading Coach cherie.stone@hamiltonfl.com 3867928000
Elementary English Language Arts (ELA)	Combass, Christopher Director of Teaching and Learning chris.combass@hamiltonfl.com 3867927814
Secondary ELA	Combass, Christopher Director of Teaching and Learning chris.combass@hamiltonfl.com 386-792-7814
Reading Endorsement	Milton, Carol Coordinator of Professional Development carol.milton@hamiltonfl.com 3867921228
Reading Curriculum	Combass, Christopher Director of Teaching and Learning chris.combass@hamiltonfl.com 3867927814
Professional Development	Milton, Carol Coordinator of Professional Development carol.milton@hamiltonfl.com 3867921228
Assessment	Harris, Phyllis District Testing Coordinator phyllis.harris@hamiltonfl.com 3867928116
Summer Reading Camp	Griffin, Kathy Principal of Hamilton County Elementary School kathy.griffin@hamiltonfl.com 3867928001
Third Grade Promotion	Griffin, Kathy Principal of Hamilton County Elementary School kathy.griffin@hamiltonfl.com 3867928001
300 Lowest-Performing Elementary Schools	Combass, Christopher Director of Teaching and Learning chris.combass@hamiltonfl.com 3867927814

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

Communication of plan information is both formal and informal throughout the year. Hamilton County School District has only two schools, one elementary and one secondary with the District Office

located between the two. All stakeholders have frequent, ongoing communication with the Superintendent, district staff, and school-based leadership. Contents of the plan are shared through Board workshops, discussed via monthly Teaching and Learning Curriculum meetings and via PLC meetings at the school level. Pertinent information from the plan will also be shared at SAC meetings and Parent Universities conducted throughout the year.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 43%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 50%

Describe action steps to meet the district's kindergarten readiness goal.

District Professional Development Coordinator and District Prek Coordinator will conduct PLCs with Pre-k staff to review curriculum maps, align standards with instruction, review ongoing progress monitoring data and plan for use of evidence-based strategies for differentiating instruction to meet the needs of students.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	29	37	17	14	3	20	25	35	15	5
4	55	18	14	10	2	20	28	25	22	5
5	37	30	21	8	4	48	10	25	12	5
6	38	30	18	11	3	30	26	28	11	5
7	41	26	16	14	2	30	20	26	19	5
8	54	19	15	7	4	35	19	24	17	5
9	53	23	10	13	1	49	11	22	12	6
10	47	29	15	8	0	48	15	19	16	2

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

For each grade, K-2, each student will meet typical growth based on the iReady diagnostic.

District Budget for Research-Based Reading Instructions Allocation

Budget

1	Research-Based Reading Instruction Allocation	$0.00
2	Estimated proportional share distributed to district charter	$0.00
3	Reading coaches assigned to elementary schools	$0.00
4	Reading coaches assigned to secondary schools	$0.00
5	Intervention teachers assigned to elementary schools	$0.00
6	Intervention teachers assigned to secondary schools	$0.00
7	Supplemental materials or interventions for elementary schools	$0.00
8	Supplemental materials or interventions for secondary schools	$0.00
9	Intensive interventions for elementary students reading below grade level	$0.00
10	Intensive interventions for secondary students reading below grade level	$0.00
11	Professional development	$0.00
12	Helping teachers earn the reading endorsement	$0.00
13	Summer reading camps	$0.00
14	Additional hour for 300 lowest-performing elementary schools	$0.00
	Total:	$0.00

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.

Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.

Funds have been prioritized to fully support K-3 students by funding school-based intervention teachers at the elementary level targeting K-3 students identified with a substantial deficiency in reading. The school reviews quarterly progress monitoring data and the intervention teachers are deployed to provide additional support for the students with the most need. The reading coach position has been moved to the elementary school with the primary focus of supporting elementary level teachers. Funds are also used to assist with the provision of a district-based reading coach and funding of the 3rd grade summer reading camp.

School Literacy Leadership Teams

How is the School Literacy Leadership Team requirement communicated to principals?

The School Literacy Leadership Team requirements are communicated to school-level administrators through the monthly Teaching and Learning Team meetings.

To whom at the district level is the roster of School Literacy Leadership Teams communicated?

The roster of School Literacy Leadership Teams will be provided to the Superintendent, Director of Teaching and Learning and the Reading Coach.

Who at the district level is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance?

The Superintendent, Director of Teaching and Learning, and District Reading Coach are responsible for supporting and monitoring School Literacy Leadership teams to ensure compliance.

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:
- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;

- Differentiate and intensify professional development for teachers based on progress monitoring data;

- Identify mentor teachers and establish model classrooms within the school; and

- Ensure that time is provided for teachers to meet weekly for professional development.

The district provides professional development sessions on district-wide professional development days to address the elements of reading instruction, including multisensory intervention strategies. In addition, school administrators and curriculum teams are made aware of available professional learning opportunities in the area of reading through other providers (Just Read Florida!, NEFEC, FDLRS, UF, Beacon Educator) in order to assist administrators in identifying and differentiating learning for teachers based on their individual needs. Sessions are also provided on district PD days to address areas of concerns identified through the data. Weekly PLC time is utilized to review progress monitoring data, conduct PLCs, and participate in "Team Talks" to address student instruction.

A team from Hamilton County Elementary school will be participating in the Rural Connect Literacy Training provided through a special grant funded to the NEFEC Consortia as well. The Director of Teaching and Learning, PD Coordinator, and district Reading Coach will work with school-based administrators to identify mentor teachers and establish model classrooms based on student performance data.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

How are professional development requirements communicated to principals?

Professional Development requirements are shared at monthly Teaching and Learning meetings and at Administrative Staff meetings. Follow up technical assistance is provided via email, phone call, and one-on-one meetings, as needed.

Who at the district level is responsible for supporting and monitoring the professional development requirements and ensuring compliance?

The Superintendent, Director of Administrative Services, and Professional Development Coordinator are responsible for supporting and monitoring professional development requirements to ensure compliance.

Charter Schools

Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?

No

Literacy Coaches

Literacy Coaches - Part A
If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

The district has one Prek-6 school and one 7-12th grade school. Data reflects that reading support continues to be an area of need at both school sites. Coaching services will be allocated to both schools with priority focus on elementary based on student population to strategically reduce the number of children with substantial reading deficits in the early years. In addition, the district contracts with a Literacy Consultant specifically to provide additional support for K-3.

Upload rubric, if applicable
The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
  - the major reading components, as needed, based on an analysis of student performance data;

  - administration and analysis of instructional assessments; and

  - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.

- Help to increase instructional density to meet the needs of all students.

- Participate in reading leadership teams.

- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.

- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.

- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Requirements for the district-based reading coach are communicated to principals through monthly Teaching and Learning Team meetings, school-level meetings, email and face-to-face as needed.

How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?

The district-based coach participates in the Teaching and Learning monthly meetings which includes a periodic review of progress monitoring data. The coach works with the district and school-level administration to develop a plan to jointly support the teachers and provide professional development based on the identified areas of need. The coach also collaborates with key district personnel to access outside consultants as needed for professional development and targeting coaching support.

Who at the district level is supporting and monitoring coach time and tasks?

The Coordinator of Professional Development and Recruitment is responsible for supporting and monitoring the coach time and tasks to align with the direction provided by the Superintendent and Director of Teaching and Learning.

How often is coaching time, tasks, and impact data being reported and reviewed by the district?

The coach provides an update at the monthly Teaching and Learning meetings regarding activities and maintains a calendar of activities which is shared quarterly. There is ongoing communication with district and school-level leadership and teachers to implement the decision trees.

What problem-solving steps are in place for making decisions regarding coaching time and tasks based on the data?

As part of the data review and discussion at Teaching and Learning Team meetings, the team determines a plan of action and focus of activities for the Reading Coach based on the most recent available data. If additional action is needed, the Superintendent provides direction to school-based administration.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
i-Ready	K- 8th grade students.	Progress Monitoring, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Performance Matters	3rd- 12th grade	Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
STAR Reading	K - 6th grade	Progress Monitoring, Diagnostic	Vocabulary, Comprehension	Quarterly
Mindplay	K-12 Targeted Students	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
	7th - 8th grade	Progress Monitoring, Diagnostic	Fluency, Comprehension	3 x A Year
STAR Early Literacy	Prek Students (3 times per year) and Kindergarten (1 time)	Screener, Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Running Records	Students receiving targeted interventions in K-6.	Progress Monitoring	Oral Language, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month

District-Level Monitoring - Part B
Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

The District Teaching and Learning Team work together to write the plan, review assessment data throughout the year, plan professional development, and support the reading coach in implementation of the plan.

What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?

The district purchases evidence-based reading curriculum and provides instructional resources for tiered instruction which encompasses systematic and explicit instruction. Small group instruction is planned through PLCs including the identification of the materials to be used. District and school-based leadership teams conduct classroom walk-throughs.

What process is in place for ensuring that formative assessment data is used to differentiate reading instruction?

Every level of school and district leadership review assessment data and meet with teachers and teams on an ongoing basis to assure decision trees are followed to differentiate instruction. PLC time will be used for reviewing data, determining groups and planning for differentiation in classrooms or via a grade level team.

What steps are the district taking to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding?

The district will provide professional development to implement the B.E.S.T. standards and provide teachers with planning time to develop cross-curriculum units in civics instruction at all grade levels. Professional development will be also be provided to content area teachers with follow up through PLCs for planning instruction to utiize evidence-based strategies to deepen understanding of texts through discussion.

How are concerns communicated if the plan is not being implemented to meet the needs of students?

Any concerns regarding plan implementation are discussed at monthly Teaching and Learning meetings. Results of Classroom walk-throughs conducted by school or district based teams are discussed at the school level for follow up implementation by the principal. Teachers or parents having concerns are encouraged to communicate those concerns to school/district staff for problem-solving issues. Due to the small size of our district, staff are easily accessible so that concerns can be shared, discussed, and problem-solved.

District-Level Monitoring - Part C
Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;

- Include input from teachers, literacy coaches and administrators at the school level; and

- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

Describe the district's plan to meet each requirement above. Include a description of how the district will use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

The district plan is developed via a subcommittee from the Teaching and Learning Team along with teacher representatives. Once approval is received, the district conducts sessions with teachers to share information to assist with fidelity of implementation. The information is used by grade level or department teams to assist teachers with student identification for tiered instruction. In addition, the needs for professional development for teachers rise to the surface as a part of this process. For 2021-2022, grade-level Parent Universities and/or School Advisory meetings will include information about the reading plan. Special events at the school level such as Donuts for Dads and Muffins for Moms will focus on literacy strategies and activities that the families can use at home to support their child in the reading process. The instructional framework for elementary is under revision as a concerted effort to increase literacy outcomes for students. Throughout the year, progress monitoring data and results from instructional initiatives will be reviewed and analyzed as a part of the overall plan evaluation process to determine areas in which the district should focus to increase student achievement. The overall goal is every child a reader!

Self Reflection Tool
Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evlauation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

No files were uploaded

https://www.floridacims.org

School-Level Monitoring of Plan Implementation

School-level implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

The principals conduct monthly walk-throughs and share the overall results of those at the Teaching and Learning meetings to identify, strengths, weaknesses, and trends which may reflect a need for ongoing professional development. Data from periodic progress monitoring assessments is shared with the Teaching and Learning Team and presented quarterly to the School Board.

Who at the district level supports effective implementation?

The district administrative team supports the school in the effective implementation of the plan which includes the Superintendent, Directors, and Coordinators. The district Reading Coach reviews data with teachers monthly and discusses progress/action steps with Superintendent and Principals to ensure implementation.

What process is in place to identify areas in need of improvement for effective implementation?

The district utilizes the decision trees for student placement and intervention. Data is maintained to document individual student interventions and an analysis is conducted to determine the programs/interventions/activities which resulted in the most growth for students. This information is used to direct the district in areas for improvement.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Principals will maintain a log of classroom walk-throughs which will be reviewed by the Reading Coach and Professional Development Coordinator to identify areas of support. This information will also be used in identifying model classrooms by grade-level to utilize for job-embedded professional growth for teachers that need to see another teacher model effective-based practices.

Who at the district level supports effective implementation?

The Superintendent and Teaching and Learning team will support implementation of the plan.

What process is in place to identify areas in need of improvement for effective implementation?

Analysis of classroom walk-through data, student response to targeted interventions, and progress monitoring data are used to identify areas in need of improvement.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

The school-level administration team along with the District Reading Coach and MTSS Specailist meet with PLCs to review student data, determine tier of instruction and design a plan for intervention support.

Who at the district level supports effective implementation?

The district Teaching and Learning Team supports the school with effective implementation in addition to the ongoing support provided by the District Reading Coach and MTSS Specialist.

What process is in place to identify areas in need of improvement for effective implementation?

The district Teaching and Learning Team reviews progress monitoring data and conducts monthly walk-throughs to progress monitor implementation and determine areas of improvement.

Summer Reading Camp

Reading Camp - Part A
For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;

- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

School-level administrators will plan Summer Reading Camp with the teachers to design the instruction. Instructional materials will focus on the use of leveled literacy intervention, individualized and small group instruction focusing on specific skill deficits which also include multi-sensory strategies, and iReady toolbox lessons.
iReady and Mindplay will be used as direct instruction digital support programs.
Only teachers meeting the criteria required for the provision of instruction will be hired to teach Summer Reading Camp.
Evidence: Leveled Literacy Intervention (Evidence for ESSA, Strong), WWC
iReady (The Curriculum Associates Research team analyzed data from more than one million students who took the i-Ready Diagnostic during the 2017–2018 school year. In both Reading and Mathematics, students who used i-Ready Personalized Instruction demonstrated substantial learning gains compared to students who did not, and these gains were positive and statistically significant. This large-scale study provides additional support that i-Ready is a well-researched program that meets the criteria for "evidence-based" as outlined by he Every Student Succeeds Act (ESSA). MindPlay (Positive effect = Strong; ERIC research database).
Individualized/Small Group Instruction - John Hattie Effect Size -.77 -https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/
Multisensory Reading Activities i.e... Reading First games, Cards,Premade Games and Teacher-made games
In accordance to 6A-6.053 multisensory activities are an appropriate intervention.

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

Yes

If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.

Grade 1 and 2 students will be offered a summer enrichment program focusing on literacy instruction. Evidence-based instruction will be based on the use of explicit multi-sensory instructional strategies to assist struggling readers in attaining grade level proficiency. Instructional materials will include the use of the iReady (computer and teacher-directed lessons, Leveled Literacy Instruction, Mindplay and Sound Partners.
Rising 3rd-5th grade students will be offered the STEAM program which is a collaborative activity with the Challenger Center.

Attendance - Part B
Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
30

Students who demonstrate a reading deficiency in grades K-2
0

Students who score Level 1 in grades 4-5
0

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
28%

Students who demonstrate a reading deficiency in grades K-2
0%

Students who score Level 1 in grades 4-5
0%

Parent Support through a Read-At-Home Plan

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.

Students in grades K- 2 participate in the "Take a Bag Home" program where students have a bag with one book to take home to read each night. Administration of the STAR reading test quarterly establishes the ZPD level for independent reading which is used to assist all students in checking out 2 books each day for at home reading in Accelerated Reader program. Students receiving Tier 2 and 3 intervention via Leveled Literacy Instruction take home a reader every night. Literacy Nights conducted for parents and children include multisensory literacy activities. Learning Dynamics will be implemented in homes of kindergarten students who are homeless or in need of academic support. Parents are taught to use the Learning Dynamics kits to support their children's reading. Parent Support Specialists and a paraprofessional that works extended hours conduct home visits for some of our homeless, migrant and hard-to reach parents with a focus on the provision of literacy activities to support increased academic achievement.

Who at the district is responsible for monitoring this requirement?

The District Federal Programs Coordinator works with school-level administrators to monitor implementation of the Read-At-Home plan.

Assessment, Curriculum, and Instruction

Requirements - Part A
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

The Teaching and Learning Team will support the school-level administration in ensuring reading instruction is provided using an evidence-based sequence. The district also reviews Master Schedules and teacher assignments as well as conducting walk-throughs with school-level administrators to monitor implementation.

Who at the district is responsible for supporting and monitoring this requirement?

The Teaching and Learning Team is responsible for monitoring. This team is currently led by the Director of Teaching and Learning.

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

The district purchases curricular from approved list. For 21-22, the district also purchased Civics texts for all grade levels according to the B.E.S.T. Standards Civics recommended reading lists. Teachers will be provided with opportunities this summer to create cross-curricular units using these materials. Professional development is provided to ensure teachers have a repertoire of evidence-based strategies for vocabulary acquisition and comprehension for implementation based on the instructional task during instruction of Social Studies, Science and the Arts.

Who at the district is responsible for supporting and monitoring this requirement?

The Teaching and Learning Team is responsible for assisting school-level administrators with monitoring this requirement.

Provide small group differentiated instruction in order to meet individual student needs.

How does the district support and monitor implementation?

The District Reading Coach and K-2 Literacy Consultant will provide support to teachers in designing and implementing small group instruction to meet the individual needs of students. Teachers will maintain lists with student groupings for differentiated instruction for review by school and district personnel during walk-throughs.

Who at the district is responsible for supporting and monitoring this requirement?

The Teaching and Learning Team is responsible for supporting and monitoring this requirement.

Florida's Revised Formula For Success - Part B
K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;

- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and

- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

The District Professional Development Coordinator, Director of Teaching and Learning, the District Reading Coach and MTSS Specialist will collaborate to conduct professional development and ongoing work through school site PLCs to ensure teachers have a comprehensive understanding of Florida's Revised Formula for success and utilize this information in aligning reading instruction. Teams will conduct a comprehensive review of screening and diagnostic data in the fall to design and plan instruction based on the new B.E.S.T. standards and student need. In addition, teams will assign students to tiers and plan for appropriate intervention. Teachers implementing interventions will maintain ongoing data on student progress.

How does the district support and monitor implementation?

The Teaching and Learning Team will support and monitor implementation which will include "spot-checks" of lesson plans and conducting classroom walk-throughs along with school-level administration. The District Teaching and Learning Director, Reading Coach, MTSS Specialist, and Coordinator of Professional Development will review student data with teachers and assist in refining, modifying or

changing interventions as needed to ensure students are progressing towards proficiency as well as ensuring parents are informed of ongoing progress.

Who at the district is responsible for supporting and monitoring this requirement?

The Teaching and Learning Team will support and monitor implementation of reading instruction in collaboration with school-level administration.

Assessment/Curriculum Decision Trees - Part C
Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-2. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format
The following documents were submitted as evidence for this section:

No files were uploaded

Identification of Students with a Substantial Reading Deficiency

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

The school administers the universal screeners/progress monitoring tools identified in the decision trees for determining which students have a substantial deficiency in reading and plan for instruction as outlined via the charts by grade bands.

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?
If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

No

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.
Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.

NA

The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading.

NA

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:
- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;

- 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; and

- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

NA