

Alachua County Public Schools



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
Main District Reading Contact	Berry, Kevin Director of Curriculum berrykj@gm.sbac.edu (352) 955-7812
Secondary ELA	Fitzpatrick, Donaldson Curriculum Specialist fitzpatrickdk@gm.sbac.edu (352) 955-7622
Reading Endorsement	Shockley, Amy Professional Development Supervisor shocklab@gm.sbac.edu (352) 955-7650
Data Element	Neal, Kim Director of FTE/State Reporting nealkm@gm.sbac.edu (352) 955-7712
Assessment	Charbonnet, Jeff Director of Assessment and School Improvement charbojl@gm.sbac.edu (352) 955-7444
Professional Development	Rolle, Jacquatte Professional Development Director rollejl@gm.sbac.edu 3529557650
Elementary English Language Arts (ELA)	McNickle, Mackenzie Elementary Curriculum Specialist mcnicklemd@gm.sbac.edu (352) 955-7812
Reading Curriculum	Berry, Kevin Director of Curriculum berrykj@gm.sbac.edu (352) 955-7812
Summer Reading Camp	Berry, Kevin Director of Curriculum berrykj@gm.sbac.edu (352) 955-7812
Third Grade Promotion	Berry, Kevin Curriculum Supervisor berrykj@gm.sbac.edu (352) 955-7812
300 Lowest-Performing Elementary Schools	Berry, Kevin Director of Curriculum berrykj@gm.sbac.edu (352) 955-7812

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.

This plan was collaboratively by members of our District MTSS team. Our District MTSS team includes district staff from Curriculum, ESE/Student Services, and Professional Development

Departments, as well as principals and our Deputy Superintendent. Once the plan has been approved, the plan will be shared digitally with all district and school-based administrators, professional development specialists, and coaches. Administrators will share the plan with teachers during faculty meetings. It will be part of ongoing discussion and professional development sessions throughout the year with administrators and coaches. Through these problem solving discussions, we will review our data, and ask for feedback and input, as we refine and adjust the plan as necessary throughout the year. The plan will be posted on the curriculum page of our district website along with a video walking parents and community members through the highlights of the plan. Schools will share the video with families at reading events and related meetings. We will also send the video to our county council of the Parent/Teacher Association.

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 58%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 63%

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

We provided additional family workshops to pre-K students and at home learning materials as part of Kindergarten Round Up. We are offering summer learning programs for incoming Kindergarten students at every elementary school. We are active participants in the Florida Campaign for Grade Level Reading, working with community partners to improve support for students before they reach school age.

We expect an even greater improvement next year as our VPK and PreK ESE classes will now be housed on the sites students will attend for K-5, and will be under the leadership of the school principal.

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	25	23	24	20	9	15	15	30	25	15
4	31	18	22	19	11	20	20	25	20	15
5	29	21	21	18	11	20	20	25	20	15
6	29	20	17	21	13	20	20	25	20	15
7	29	21	18	18	15	20	20	20	22	18
8	24	18	23	19	17	20	20	20	20	20
9	25	18	19	22	16	20	20	20	20	20
10	21	20	20	22	17	15	20	30	15	20

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%).

The percentage of students in Grades K-1 meeting grade level expectations will increase by 5% (from approximately 45% to 50% in K, and from approximately 48% to 53% in Grade 1).

We may use different assessments in Grades 2-10 next year, but our goal is also to increase the number of students meeting grade level expectations by 5% in each grade level.

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.

The majority of our funds are used to provide teachers access to literacy coaches and to fund the additional hour of instruction at our school on the Lowest 300 list of elementary schools. In addition, the supplemental resource provides Tiered support to students with reading deficiencies in grades K-3.

School Literacy Leadership Teams

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

This requirement has been shared at administrator meetings and via email. Kevin Berry, Curriculum Supervisor, collects the names of the LLTs in May/June to plan for summer professional development activities. Any changes in LLTs are communicated as they happen. We are currently planning for district-wide LLT PLC meetings beginning in the 2021-22 school year. These meetings will be supported by our SRLD, Teresa Rizzo.

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

Jennifer Wise, Executive Director of K-12 Curriculum and Kevin Berry, Curriculum Supervisor

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

Jennifer Wise, Executive Director of K-12 Curriculum

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 majority of this professional development will be supported by our partnership with the University of Florida Literacy Institute through the James Patterson Literacy Challenge. They are providing multiple opportunities including yearlong PD sessions for administrators, coaches, and teachers. These sessions are also available via digital means for those who miss any sessions. In addition, our district's Literacy Leadership Teams will engage in monthly professional learning community sessions, co-facilitated by district staff, UFLI staff, and our State Regional Literacy Director, Teresa Rizzo.

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?

These requirements are communicated during administrator meetings and outlined in the administrator Canvas course. Each school has a school-based PD contact who meets regularly with our Professional Development Team to ensure they have the necessary support to meet the needs of their teachers and to comply with requirements. Our Professional Development Office under the leadership of Jacquatte Rolle, Director will monitor professional development requirements and ensure compliance.

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

Jennifer Wise, Chief of Teaching and Learning
 Nannette Dell, Executive Director of Elementary Curriculum
 Wanza Wakeley, Executive Director of Secondary Curriculum
 Jacquatte Rolle, Professional Development Director
 Kevin Berry, Curriculum Director

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.?

Yes

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.

Schools are grouped into Tiers of Support based on student performance data. Tier 1 schools receive global support. Tier 2 schools are schools who have been part of the school improvement process (or differentiated accountability) in the recent past, or schools that have a recent school grade of C. They receive additional support than Tier 1 schools. Tier 3 schools include schools who are currently in the school improvement process or are listed as one of the Lowest 300 performing schools. These schools have increased targeted support and are the primary points of contact for our curriculum and professional development specialist, including literacy coaches.

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?

The Curriculum Department, in collaboration with the Professional Development and Title 1 Departments, facilitate the ongoing professional learning of school based literacy coaches. Principals are informed of learning objectives through monthly principal meetings and are also receiving complementary training that aligns to that literacy professional development. Upon selection of school based literacy coaches, schools consult with district leadership to ensure consistency of support.

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?

Coaches meet for a full day on a monthly basis for targeted professional development that includes, but is not limited to the following topics:

Analyzing Data to Make Informed Decisions
High Quality Standards-Based Instruction and Assessment
Practical Planning with Webb's Depth of Knowledge
Literacy Work Stations
Implementing High Quality Inclusive Education
Reading and Writing Across the Content Area
Supporting Vocabulary Development
Best practices in Implementation of the ACPS Coaching Model

Coaches will engage in lesson study to plan for prioritizing high impact activities.

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

Kevin Berry, Curriculum Director, Amy Shockley, Professional Development Supervisor, Valdenora Fortner, Director of Title I, and Jennifer Steptoe, Title I Supervisor

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

Monthly

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

Coaches are provided with time structures that prioritizes job various responsibilities which are communicated with school leadership. District assessment data determines coaching focus within schools. Coaches engage in documentation of duties that help them reflect and refine their supports.

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?
DIBELS	Students in grades K-5	Screeners, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency	3 x A Year
Istation (ISIP)	Students in K-5 and select students in 6-8	Summative	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	Monthly
District Developed Assessment	Students in Grades 2-10	Progress Monitoring, Formative Assessment, Summative	Vocabulary, Comprehension	Quarterly
i-Ready	Students in grade 6-8 who are not meeting grade level expectations as measured by district progress monitoring.	Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FLKRS	Students in their first 30 days of Kindergarten	Screeners	Phonics, Vocabulary, Comprehension	Annually

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?

Kevin Berry, Curriculum Director
Donaldson Fitzpatrick, ELA Curriculum Specialist

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

Administrators will receive professional development to ensure a common understanding of systematic, explicit, evidence-based instruction. They will also receive a tool to use when observing instruction.

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

Using formative data to differentiate instruction is an expectation outlined in on our district's instructional framework. Schools provide ongoing professional development opportunities for teachers to enhance their practice to align with the framework.

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

Content area teachers are represented on every school's Literacy Leadership Team. The regularly scheduled professional learning sessions cover a variety of topics related to literacy instruction, and all team members are expected to implement strategies and structures learned at these sessions. Each member is accountable for sharing artifacts from implementation at future PLC sessions.

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

Nannette Dell, Executive Director of Elementary Curriculum, and Wanza Wakeley, Executive Director of Secondary Curriculum, meet regularly with administrators to provide feedback, and will express any concerns with plan implementation.

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.

Our district MTSS Team includes representatives from curriculum, ESE, Professional Development and other departments. It also includes school administrators from elementary, middle, and high school. This team meets monthly to review data and progress related to the work outlined in the reading plan. In addition, this team collaboratively completes the reading plan self-reflection, problem solves, and develops action plans for next steps.

Self Reflection Tool

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

The district must use the evaluation 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:

Alachua_CERP_Self-Reflection_Tool_2021_(1).docx
<i>2021 CERP Self-Reflection</i>
Document Link

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?

Skyward, our student information system, captures information regarding interventions. Principals regularly conduct data chats with their leadership team as well as teachers to review data and ensure appropriate supports are in place to support student learning. Our Literacy Leadership Team members are trained in the components, expectations, and requirements of the reading plan, and they are support the school-level implementation of the plan.

Who at the district level supports effective implementation?

Nannette Dell, Executive Director of Elementary Curriculum
 Wanza Wakeley, Executive Director of Secondary Curriculum
 Kevin Berry, Director of Curriculum
 Donaldson Fitzpatrick, Secondary ELA Curriculum Specialist

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

Mrs. Dell and Mrs. Wakeley meet regularly with principals. They will contact Mr. Berry or Mr. Fitzpatrick if any addition support is needed to improve to provide more effective implementation.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Adminstrators keep records on file documenting their weekly reading walkthroughs. Data from those observation are shared at monthly Literacy Leadership Teams.

Who at the district level supports effective implementation?

Nannette Dell, Executive Director of Elementary Curriculum
 Wanza Wakeley, Executive Director of Secondary Curriculum
 Kevin Berry, Director of Curriculum
 Donaldson Fitzpatrick, Secondary ELA Curriculum Specialist

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

Mrs. Dell and Mrs. Wakeley meet regularly with principals. They will contact Mr. Berry or Mr. Fitzpatrick if any addition support is needed to improve to provide more effective implementation.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Principals engage in data chats with their supervisors.
 School teams use the decision-trees to make instructional decisions, including providing intervention and supports. These are captured in Skyward, our student information system.

Who at the district level supports effective implementation?

Nannette Dell, Executive Director of Elementary Curriculum
Wanza Wakeley, Executive Director of Secondary Curriculum
Kevin Berry, Director of Curriculum
Donaldson Fitzpatrick, Secondary ELA Curriculum Specialist

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

Mrs. Dell and Mrs. Wakeley will contact Mr. Berry or Mr. Fitzpatrick if any addition support is needed to improve to provide more effective implementation.

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.

We will be using Scholastic LitCamp, Voyager/Sopris Sound Partners, and SIPPS., in addition to our current core materials, SAVAAS Reading Street. LitCamp has evidence available - <http://teacher.scholastic.com/products/summerlearning/index.html> - but they have not yet received an ESSA evidence rating. Sound Partners has a Strong ESSA Evidence rating -- <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/475> and <https://www.evidenceforessa.org/programs/reading/sound-partners-struggling-readers>. SIPPS will be implemented using small groups, following the instructional practice of explicit phonics instruction. The evidence base for SIPPS utilizes the four practices outlined in the What Works Clearinghouse Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide - https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_found_reading_summary_051517.pdf and https://drive.google.com/file/d/1ela3IRMIvUbC2s_Q9r04lhvcx7xvVDRM/view. Reading Street is our current core curriculum, and since the program is older and has since been revised, research is available, but there is not an ESSA Evidence Rating. https://assets.pearsonglobalschools.com/asset_mgr/current/201620/ReaBro120183RS201Efficacy_V4.pdf

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.

We will be using the same materials as listed above, but at the appropriate grade levels. These programs will be funded through other sources.

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.)

156

Students who demonstrate a reading deficiency in grades K-2

608

Students who score Level 1 in grades 4-5

84

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.)

29%

Students who demonstrate a reading deficiency in grades K-2

74%

Students who score Level 1 in grades 4-5

12%

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.

The ACPS Read-at-Home Plan is available at: <https://bit.ly/3xVAzVI>.

The Read-at-Home plan offers suggestions, by grade-level, for families to consider when working with their students at home. In addition, our district is part of the Florida Grade Level Reading Campaign. This group organizes a network of community partners which provide a continuum of services for families with the long-term goal of increasing the number of students reading proficiently by the end of third grade.

Who at the district is responsible for monitoring this requirement?

Kevin Berry, Curriculum Director

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?

Our core curriculum uses an evidence-based sequence of reading instruction. Teacher lesson plans will document the use of this sequence. Teacher lesson plans are always available for review by administrators, and our district literacy block design is structured to support small group differentiated instruction. Additionally, administrators regularly visit classrooms to observe literacy instruction.

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

Kevin Berry, Curriculum Director

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?

Texts are linked through our curriculum maps and are included in our core curriculum resources. Benchmark Advance uses literacy to teach Social Studies, Science, and Arts related content. Teacher lesson plans document the use of these resources. Teacher lesson plans are always available for administrators to review. In addition, administrators regularly visit classrooms to observe literacy instruction.

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

Kevin Berry, Curriculum Director

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

How does the district support and monitor implementation?

Small group differentiated instruction is an expectation outlined in our instructional framework. Our literacy block design is structured to provide ample time for this important practice. Administrators regularly observe classrooms to ensure this occurs.

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

Nannette Dell, Executive Director of Elementary Curriculum
Kevin Berry, Curriculum Director

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.

We will provide all administrators and coaches with a professional learning session which outlines Florida's Revised Formula for Success as well as map out what this looks like in our 90+30 minute ELA blocks. Our core curriculum materials are aligned with FRFS, and include the six components as well as the four assessment components.

How does the district support and monitor implementation?

The district monitors implementation through several layers. 1. Assessment--the district assessment system (Alachua Instructional Monitoring System) monitors student progress in the components. We also utilize DIBELS 8, Istation, iReady, and other measures. 2. Administrator / coach observations - our administrators and coaches will visit classrooms and provide teachers with regular feedback on their literacy instruction to ensure it is aligned with the FRFS model. We are currently developing an observation tool in collaboration with the the University of Florida Reading Institute. 3. Skyward, our student information system, tracks Tier 2 and Tier 3 interventions as well as their impact on student performance.

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

Jennifer Wise, Chief of Teaching and Learning
Kevin Berry, Curriculum Director

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:

ACPS_Elementary_ELA_Decision_Tree_21-22_R.pdf
<i>Elementary Decision Tree</i>
Document Link
Secondary_Reading_Plan_Decision_Trees_2021-22.pdf
<i>Secondary Decision Tree</i>
Document Link
open-uri20220824-15784-dj2ggz
<i>Elementary Decision Tree</i>
Document Link

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 decision trees follow the guidelines above. Schools use the information on the decision trees to support instructional planning at Educational Planning Team meetings. These interventions are documented in Skyward, our student information system. The effectiveness of these interventions are discussed at regularly scheduled teacher data chats as well as through individual student progress monitoring plans/ MTSS documentation. All students who require Tier 3 supports receive parental notification of a substantial reading deficiency.

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.

Yes

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.

Schools who provide an additional hour of literacy instruction provide copies of their master schedule to district staff. They also share with district staff plans for which evidence-based instructional interventions will be provided.

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

Principals make these appointments in collaboration with Human Resources.

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.

Principals regularly review teacher lesson plans and conduct walkthrough observations to ensure these practices are occurring. Coaching plans are developed when teachers need additional support.