

Bay District 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	Rogers, Tracy ELA K-12 Instructional Specialist rogertrl@bay.k12.fl.us 850-767-4337
Elementary English Language Arts (ELA)	Rogers, Tracy ELA K-12 Instructional Specialist rogertrl@bay.k12.fl.us 8507674337
Secondary ELA	Rogers, Tracy ELA K-12 Instructional Specialist rogertrl@bay.k12.fl.us 8507674337
Reading Endorsement	Mistrot, Loretta ELA Instructional Specialist mistrll@bay.k12.fl.us 8507674284
Reading Curriculum	Rogers, Tracy ELA K-12 Instructional Specialist rogertrl@bay.k12.fl.us 8507674337
Professional Development	Renihan, Peggy Supervisor of Educator Quality renihpa@bay.k12.fl.us 8507674326
Assessment	Hudson, Camilla Coordinator of Assessment and Accountability hudsolc@bay.k12.fl.us 8507674352
Data Element	Gamble, Margaret Senior Manager - Development MIS gamblmw@bay.k12.fl.us 8507674257
Summer Reading Camp	Rogers, Tracy ELA K-12 Instructional Specialist rogertrl@bay.k12.fl.us 8507674337
Third Grade Promotion	Rogers, Tracy ELA K-12 Instructional Specialist rogertrl@bay.k12.fl.us 8507674337
300 Lowest-Performing Elementary Schools	Rogers, Tracy ELA K-12 Instructional Specialist rogertrl@bay.k12.fl.us 8507674337

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.

Bay District Schools communicates the contents of the Comprehensive Evidence-Based Reading Plan to stakeholders through conference calls, professional development sessions, meetings with school-level groups, and electronically through email and the district website.

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 52%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 55%

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

Pre-K teachers participate in district Literacy Framework Training as requested. District Instructional Specialist will coordinate with Pre-K Coordinator to provide support in for foundational skill instruction, Kindergarten BEST expectations, instructional strategies for literacy acquisition and the utilization of available literacy programs.

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	23	25	27	18	6	20	20	32	20	8
4	26	22	25	19	8	20	20	31	20	9
5	20	28	28	18	6	17	25	32	19	7
6	21	25	24	22	8	17	20	30	24	9
7	25	27	22	17	8	20	22	30	19	9
8	24	25	27	16	8	20	20	32	19	9
9	27	25	21	20	8	20	20	27	24	9
10	25	26	22	20	8	20	21	28	22	9

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%).

In the initial year of iReady progress monitoring, increase by 8% the percentage of students in Grades K, 1, and 2 reported as On Grade Level (Early, Mid or Above) from the Fall to the Spring criterion referenced progress monitoring reading assessment.

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 district identifies K-3 students with substantial deficiency in reading based on a variety of student and school achievement data (attendance, MTSS/RtI, iReady, DIBELS, FSA scores where applicable, FLKRS). These schools will receive priority scheduling and more support than schools with less need (based on student achievement data) from district directors, instructional specialists, literacy coaches, and staff training specialists. As available and appropriate, training and coaching to schools identified with less need (based on student achievement data) will also be provided.

School Literacy Leadership Teams

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

The requirement and function are communicated through conference calls, professional development sessions, and meetings.

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

District ELA Instructional Specialist

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

District ELA Instructional Specialist; District Director of Elem. Education; District Director of Sec. Education

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.

In 2021/2022, Bay District will implement newly adopted ELA curriculum materials in Kindergarten – 12th grades. Teachers will receive initial and ongoing professional development on the new curriculum. Because the ELA curriculum materials are based on the scientific research and evidence of reading/literacy instruction, teachers will receive initial and ongoing professional development specific to the items listed above.

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?

The requirement and function are communicated through conference calls and meetings.

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

District Coordinator of Professional Development
 District ELA Instructional Specialist
 District Director of Elementary Education
 District Director of Secondary Education

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.

The district identifies schools with the most need based on a variety of student and school achievement data. These schools will receive priority scheduling and more support than schools with less need (based on student achievement data) from district directors, instructional specialists, literacy coaches, and staff training specialists. As available and appropriate, training and coaching to schools identified with less need (based on student achievement data) will also be provided.

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?

Via virtual meetings, face-to-face meetings, professional development, etc. as determined by need and situation.

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 ELA Instructional Specialist provides professional development to coaches related to evidenced based and research based best practices, pedagogy, andragogy, and the coaching model.

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

District ELA Instructional Specialist

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

Weekly

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

Steps include but are not limited to ongoing data collection and review, discussions regarding implementation of instructional best practices to maximize outcomes, observation and coaching, and follow-up based on level of need, etc.

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?
FLKRS	Kindergarten	Screener	Oral Language	Annually
DIBELS Next	K-5th	Progress Monitoring	Oral Language	3 x A Year
DIBELS Next		Progress Monitoring	Phonological Awareness	2 x A Month, Monthly
i-Ready	K-2nd grade	Screener, Progress Monitoring, Diagnostic	Phonological Awareness	3 x A Year
i-Ready	K-8th	Screener, Progress Monitoring, Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
DIBELS Next	K-8th	Progress Monitoring	Phonics, Fluency, Vocabulary, Comprehension	2 x A Month, Monthly
HMH Into Reading Benchmark Assessment	2-5th grades	Progress Monitoring	Comprehension	3 x A Year
McGraw Hill Studysync Benchmark Assessment	6th-12th grades	Diagnostic	Comprehension	Annually
McGraw Hill Studysync Grade-level Readiness Screener	6th-12th grades as applicable based on student need	Diagnostic	Phonics, Fluency, Comprehension	Annually
McGraw Hill Studysync Reading Comprehension Diagnostic Assessment	6th-12th grade as applicable based on student need			

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?

District directors and ELA instructional specialist, literacy coaches

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

In 2021/2022, Bay District will implement newly adopted ELA curriculum materials in Kindergarten – 12th grades. Teachers will receive initial and ongoing professional development on the new curriculum. Because the ELA curriculum materials are based on the scientific research and evidence of reading/literacy instruction, teachers will receive initial and ongoing professional development specific to foundational skills, core, Tier 2, and Tier 3 instruction/support. Further, the curriculum materials include multiple weekly opportunities for formative and summative assessment.

District and school-level administrators will collaborate to ensure implementation and instructional integrity.

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

In 2021/2022, Bay District will implement newly adopted ELA curriculum materials in Kindergarten – 12th grades. Teachers will receive initial and ongoing professional development on the new curriculum. Because the ELA curriculum materials are based on the scientific research and evidence of reading/literacy instruction, teachers will receive initial and ongoing professional development specific to foundational skills, core, Tier 2, and Tier 3 instruction/support. Further, the curriculum materials include multiple weekly opportunities for formative and summative assessment.

District and school-level administrators will collaborate to ensure implementation and instructional integrity.

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

To ensure that schools have access to informational text beyond core, supplemental, and intervention programs for each content area in a variety of mediums, Bay District provides teachers with ELA and content pacing guides, progression goals and scales. These materials include informational text and a range of activities/lessons/units (in a variety of mediums – videos, ebooks, radio broadcasts, webcasts, newspaper, etc.) as well as content standards.

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

Concerns are communicated directly to school administrators by the district directors and instructional specialists (face-to-face and/or email, etc.). Additional communication is provided directly to PLCs and/or teachers based on data and school/PLC/teacher need.

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.

Stakeholders collaborate monthly to discuss district, school, classroom, and student-level data to ensure that quality instruction and learning continues across the district. Both qualitative and quantitative data are considered. Additionally, barriers and challenges to improvement are identified based on the data, and steps are taken to implement evidence-based change based on students' needs.

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:

No files were uploaded

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?

District and school level stakeholders collaborate via virtual meetings, face-to-face meetings, as needed. Professional development or other supports are incorporated as determined by need.

Who at the district level supports effective implementation?

District directors and ELA instructional specialist, MTSS instructional specialist, literacy coaches, and MTSS staff training specialists.

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

Data is reviewed as needed based on type of data collected and level of support required by district directors, ELA instructional specialist, other district instructional specialists, building administrators, literacy coaches, and/or staff-training specialists as determined by need. Successes and opportunities for improvement are discussed with stakeholders to implement purposeful, evidence-based adjustments.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

District and school level stakeholders collaborate via virtual meetings, face-to-face meetings, as needed. Professional development or other supports are incorporated as determined by need.

Who at the district level supports effective implementation?

District directors and ELA instructional specialist, MTSS instructional specialist, literacy coaches, and MTSS staff training specialists.

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

Data is reviewed as needed based on type of data collected and level of support required by district directors, ELA instructional specialist, other district instructional specialists, building administrators, literacy coaches, and/or staff-training specialists as determined by need. Successes and opportunities for improvement are discussed with stakeholders to implement purposeful, evidence-based adjustments.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

District and school level stakeholders collaborate via virtual meetings, face-to-face meetings, as needed. Professional development or other supports are incorporated as determined by need.

Who at the district level supports effective implementation?

District directors and ELA instructional specialist, MTSS instructional specialist, literacy coaches, and MTSS staff training specialists.

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

Data is reviewed as needed based on type of data collected and level of support required by district directors, ELA instructional specialist, other district instructional specialists, building administrators, literacy coaches, and/or staff-training specialists as determined by need. Successes and opportunities for improvement are discussed with stakeholders to implement purposeful, evidence-based adjustments.

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.

All level 1 (FSA ELA assessment) third grade students recommended for retention will be invited to participate in a Summer Reading Camp (SRC) offered by the district as required by state statutes. Students who attend SRC receive intensive interventions in fluency, word-attack skills (IES/WWC strong evidence), vocabulary instruction, (IES/WWC strong evidence) and comprehension (IES/WWC moderate evidence) from highly effective teachers endorsed or certified in reading. This learning is connected to grade level standards and learning that occurred during the regular school day with an intensified approach. Curriculum Associates iReady individualized instruction will be utilized as appropriate. (moderate evidence) When district funding permits, summer reading programs are extended to other grade levels to help prevent summer learning loss. Source: IES Practice Guide re Foundational Skills K-3rd, IES Practice Guide re Reading Comprehension K-3rd,

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?

No

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

NA

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.)

386

Students who demonstrate a reading deficiency in grades K-2

324

Students who score Level 1 in grades 4-5

779

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.)

40%

Students who demonstrate a reading deficiency in grades K-2

47%

Students who score Level 1 in grades 4-5

25%

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.

Schools provide parents/guardians with read-at-home plans based on students' needs. Plans may include a variety of resources, hands-on materials, and books to build students fluency, knowledge, and interest in reading. Additionally, parents are encouraged to visit the DOE site for additional information and resources about reading.

Schools partner with various school-level or district-level partners to provide students with free books to promote at-home reading. Periodically, school host book fairs with parent/family nights to encourage and foster the love of reading.

Who at the district is responsible for monitoring this requirement?

District director, and ELA instructional specialist

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 district provides ongoing support to schools, PLCs, and teachers through professional development to support the implementation of research-based and evidenced-based instructional practices and curriculum. The district has immediate access to data through FOCUS and/or universal spreadsheets. Information is also discussed with school-based teams during school visits.

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

District director, and ELA instructional specialist

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 provides ongoing support to schools, PLCs, and teachers through professional development to support the implementation of research-based and evidenced-based instructional practices and curriculum. The district has immediate access to data through FOCUS and/or universal spreadsheets. Information is also discussed with school-based teams during school visits.

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

District director, and ELA instructional specialist

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

How does the district support and monitor implementation?

The district provides ongoing support to schools, PLCs, and teachers through professional development to support the implementation of research-based and evidenced-based instructional practices and curriculum. The district has immediate access to data through FOCUS and/or universal spreadsheets. Information is also discussed with school-based teams during school visits.

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

District director, and ELA instructional specialist

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 guarantees that all classroom instruction is accessible to the full range of learners using Universal Design for Learning principles for effective instructional planning and teaching through the implementation of science of reading and evidenced-based K-12 English Language Arts curriculum materials. Teachers plan and discuss appropriate implementation of the curriculum during Professional Learning Communities. Student performance data is monitored by school level leaders to ensure fidelity of the implementation of the curriculum.

If students struggle with core instruction based on data analysis, a multi-tiered system of supports is employed. The CERP is supported with supplemental and intervention resource materials that are scientifically research and evidence-based and characterized by their differentiation model. At all levels, student progress is monitored and instructional adjustments made accordingly. With guidance, assistance, and monitoring from district-level personnel, school-based teams monitor student performance data and make instructional placement decisions to intensify instruction and provide either Tier I, Tier II, or Tier III levels of support for students. Students who are not successful in Tier I are identified for Tier II interventions. If students continue to struggle in Tier II, they receive intensive

interventions in Tier III. Interventions are chosen based on the MTSS team's recommendations and the students' needs. Intensive interventions are provided by a teacher, who is certified for endorsed in reading, include a variety of research-based and evidence-based materials, and are delivered with smaller teacher:student ratios. If a student is not successful at any Tier, the MTSS team discusses alternatives and makes adjustments accordingly.

How does the district support and monitor implementation?

Student performance is monitored three times per year (beginning, middle, and end of year) and compared with historic data to ensure that student academic performance and proficiency rates continue to improve. This district progress monitoring is coupled with interim classroom and school level monitoring. Based on school data and aggregate data, support structures (in the form of instructional coaching, modeling, and job-embedded professional development) are provided to improve instructional practices and student achievement.

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

District directors and ELA instructional specialist, MTSS instructional specialist, literacy coaches, and MTSS staff training specialists.

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:

Bay_District_CERP_2021-2022_K-12_Decision_Trees_8_18.pdf
03 Bay District CERP 2021-2022 Decision Trees Aug 18, 2021
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.

Student performance is monitored three times per year (beginning, middle, and end of year) and compared with historic data (FSA where applicable, cumulative student data, etc.) to ensure that student academic performance and proficiency rates continue to improve. This district progress monitoring is coupled with interim classroom and school level monitoring. Based on school data and aggregate data, support structures (in the form of instructional coaching, modeling, and job-embedded professional development) are provided to improve instructional practices and student achievement.

If students struggle with core instruction based on data analysis, a multi-tiered system of supports is employed. The CERP is supported with supplemental and intervention resource materials that are scientifically research and evidence-based and characterized by their differentiation model. At all levels, student progress is monitored and instructional adjustments made accordingly. With guidance, assistance, and monitoring from district-level personnel, school-based teams monitor student performance data and make instructional placement decisions to intensify instruction and provide either Tier I, Tier II, or Tier III levels of support for students. The district uses this process to identify students with substantial deficiencies in reading.

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.

1. School start time: 7:30am
2. School dismissal time: 2:15pm
3. Total number of instructional minutes per day: 310 minutes per day
4. Minutes per day of reading instruction (must be at least 150): 150 minutes per day

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

To ensure that the additional hour per day of intensive reading instruction is provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading, the district and schools actively monitor and assign teachers to classes accordingly. The district assists schools with identifying teachers' VAM or student growth measure and ensuring that effective teachers or reading specialists provide the additional hour of intensive reading instruction.

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.

A variety of data including previous year's FSA ELA scores (where applicable) are used to identify and place students in appropriate small guided groups for differentiated instruction during the additional hour of reading instruction. Further, iReady (provides screening, diagnostic, and progress monitoring data) and MTSS data (DIBELS progress monitoring data) (as outlined in CERP); mastery data from curriculum programs (mid-unit and end-of-unit classroom and grade-level tests), and Common Formative/Summative Assessment data (standards-aligned assessments that all students on a grade level take within a particular assessment window used for progress monitoring) is also used to progress monitor students' performance and adjust instruction accordingly based on that data. To ensure data is used effectively, consistently, and for ongoing instructional adjustments, district and school administrators meet with PLC groups and monitor school-wide data for progress.

To ensure that reading instruction during the additional hour includes explicit and systematic reading strategies, teachers are required to use research-based and evidenced-based reading curriculum materials. These curriculum materials include critical reading strategies and systematic phonics instruction as part of their scope and sequence. Further, students, based on their instructional need, may also receive targeted interventions and/or intensive interventions using iReady, Imagine Learning (ELL), or ESL Reading Smart (ELL). Further, district administrators conduct classroom walk throughs bi-monthly or monthly and school administrators conduct more frequent classroom walk throughs which includes a review of lesson plans to identify the consistent use of these processes.

To ensure the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading occur during the additional hour of intensive reading instruction, district and school administrators conduct classroom walk throughs to identify the consistent use of these processes. Additionally, teachers must submit lesson plans to administrators to show how integration of these practices occurs during the extra hour of reading instruction. Integration of social studies and science text reading occurs through the use of informational texts connected to overall ELA topics and units as well as mathematics texts to reinforce concepts and application of informational text-reading strategies. Teachers incorporate specific and explicit reading strategies with the social studies, science, and math texts to build students' understanding of vocabulary, text features, text structures, and writing in response to reading to improve comprehension. These specific strategies may include but not be limited to the use of graphic organizers, text-marking protocols, identification of text structures and features, use of context clues with unfamiliar words, collaborative discussions and tasks, and small guided groups with teacher or para professionals based on students' instructional needs.