Calhoun County School District

needs assessment

effective leadership strategies resources

ambitious

instruction

supportive

environment school improvement

8-Step problem step

solving zero

students

college and career goals

building relationships increased achievement

collaborative teaching

family and

planning community

involvement public and

mission vision

strategic

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
Secondary ELA	Taylor, Tracie Curriculum and Instruction Director tracie.taylor@calhounflschools.org 850-674-8734 ext.232
Main District Reading Contact	Richards, Robin District Reading Coach/MTSS Coordinator robin.richards@calhounflschools.org 850-674-8734 ext.230
Reading Curriculum	Bryant, Paulette Curriculum Coach paulette.bryant@calhounflschools.org 850-674-8734
Professional Development	Taylor, Tracie Director of Curriculum and Instruction tracie.taylor@calhounflschools.org 8506748734
Elementary English Language Arts (ELA)	Taylor, Tracie Director of Curriculum and Instruction tracie.taylor@calhounflschools.org 850674-8734
Secondary ELA	Taylor, Tracie Director of Curriculum and Instruction tracie.taylor@calhounflschools.org (850)6748734
Reading Endorsement	Taylor, Tracie Director of Curriculum and Instruction tracie.taylor@calhounflschools.org (850) 674-8734
Reading Curriculum	Taylor, Tracie Director of Curriculum and Instruction tracie.taylor@calhounflschools.org (850) 674-8734
Assessment	Taylor, Tracie Director of Curriculum and Instruction tracie.taylor@calhounflschools.org (850) 674-8734
Data Element	Taylor, Tracie Director of Curriculum and Instruction tracie.taylor@calhounflschools.org (850) 674-8734
Summer Reading Camp	Taylor, Tracie Director of Curriculum and Instruction tracie.taylor@calhounflschools.org (850) 674-8734
Third Grade Promotion	Taylor, Tracie Director of Curriculum and Instruction tracie.taylor@calhounflschools.org (850) 674-8734

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.

Calhoun County Schools will communicate the contents of the K-12 Comprehensive Evidence Based Reading Plan in the following ways:
*Staff meetings with district administrators, principals, and assistant principals during the summer
*Meetings with teachers during the summer as well as preschool planning days
*The K12 Reading Plan will be posted on the district website.
*The K12 Reading Plan will be shared with the CCSB members during a school board meeting.
*The K12 Reading Plan will be shared with School Advisory Councils during the summer as well as in the fall.
*The K12 Reading Plan will be shared/referenced during parent conferences in the fall and throughout the school 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 54%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 60%

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

Calhoun County Schools partnered with parents, daycare centers, churches, as well as other agencies to help get information out regarding the importance of "Kindergarten Readiness". Each elementary school in Calhoun County hosted a "Kindergarten Readiness Roundup" this spring for the incoming 2021-2022 kindergarten students. Kindergarten teachers along with district staff shared information about what it means to be "Kindergarten Ready". Academics, social emotional skills, self-care skills, and ways to enrich vocabulary through summer experiences were just some of the topics shared during this meeting. Parents were given alphabet cards as well as number cards, along with ideas and strategies on how to use them during the summer. Each "Rising Kindergartner" that attended received a book to read. Parents were given some guiding questions to use while reading books with their children during the summer and throughout the school year. Teachers also provided parents information on educational apps and websites that are great tools to use with "Rising Kindergartners" during the summer and throughout the school year.

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	17	21	37	21	4	15	20	38	22	5
4	22	22	34	18	5	20	20	36	18	6
5	25	28	25	18	3	18	20	35	21	6
6	18	31	30	16	6	7	33	30	22	8
7	22	25	24	20	9	14	24	27	26	9
8	23	20	33	17	8	15	20	35	21	9
9	22	27	27	16	7	21	17	32	22	8
10	18	21	26	28	8	17	18	29	28	8

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%).

62% of students in kindergarten scored Mid or Above Grade Level on the 2021 iReady Diagnostic 3 assessment.
70% of kindergarten students will score Mid or Above Grade Level on the 2022 iReady Diagnostic 3 assessment.

41% of students in first grade scored Mid or Above Grade Level on the 2021 iReady Diagnostic 3 assessment.
50% of first grade students will score Mid or Above Grade Level on the 2022 iReady Diagnostic 3 assessment.

45% of students in second grade scored Mid or Above Grade Level on the 2021 iReady Diagnostic 3 assessment.
50% of second grade students will score Mid or Above Grade Level on the 2022 iReady Diagnostic 3 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.

Funds will be used to provide explicit, systematic, and multisensory interventions for students in kindergarten, first, second, and third grade. These students will recieve interventions in small groups daily, outside of the regular reading block, in order to close achievement gaps.

School Literacy Leadership Teams

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

The School Literacy Leadership Team requirement is communicated to principals during district staff meetings. Principals are strongly encouraged to be a part of the School Literacy Leadership Team.

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

Tracie Taylor, Curriculum and Instruction Director

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

Tracie Taylor, Curriculum and Instruction Director

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 Calhoun County School District Professional Development Plan includes both summer and preschool training for ELA teachers that will provide training on the new ELA B.E.S.T. Standards. Professional development will be provided during the summer to teachers in grades K-2 by Learning Sciences. Representatives from Learning Sciences will provide professional development on how to incorporate the new ELA B.E.S.T. Standards with rigor while focusing on phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies. Teachers will receive training on how to implement instruction using explicit, systematic, and multi-sensory strategies that will aid in a sequential approach to teaching reading.Training will also be provided to teachers in K-12th grade on the new ELA textbook that will help teachers integrate the required components of reading within their reading block. Phonemic awareness, phonics, word study and spelling, reading fluency, vocabulary, and text comprehension strategies as well as multi-sensory intervention strategies will be implemented during the reading block using the new reading series.

Progress monitoring data will be reviewed a minimum of 3 times throughout the year. Teachers will receive additional professional development if needed as a result of low to no growth on progress monitoring data.

Mentor Teachers and Model Classrooms will be chosen by school principals and utilized to provide professional development during the 2021-2022 school year. Teachers in need of additional training will be able to go and observe Mentor Teachers. Mentor Teachers will be provide guidance on the identified area/ areas of concern based on data to the observing teacher. Additional time for professional development will be provided by Mentor Teachers or Curriculum Coaches during the day via common planning time or after school.

Teachers will be able to participate in professional development activities weekly during planning or afterschool.

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?

Tracie Taylor, Curriculum and Instruction Director will be responsible for monitoring professional development requirements and ensuring compliance. She will also communicate to principals the

professional development requirements via staff meetings as well as regular emails. Monthly staff meetings will be held throughout the year to support principals with fulfilling the professional development plan.

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

Tracie Taylor, Curriculum and Instruction Director will be responsible for supporting and monitoring the professional development requirements and ensuring 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 Calhoun County School District does not have Reading/Literacy Coaches at the school level that are funded from the reading allocation budget.
District Curriculum Coaches will be utilized to provide reading support to elementary schools with the greatest need based on student performance.

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?

No

If no, please attach the evidence-based model the district is using.

The following documents were submitted as evidence for this section:

Calhoun_Coach_Model.pdf
Calhoun Coach Model
[Document Link](#)

If yes, please complete the next section:

How are these requirements being communicated to principals?

The Coaching Model is reviewed and discussed each summer with principals during staff meetings.

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?

Continuous improvement of student success are supported by professional learning events for Curriculum Coaches that incorporates analyzing data, research-based instructional strategies, collegial learning, and instructional planning and preparation.

District staff will implement grade level curriculum chats and data chats throughout the year with teachers, curriculum coaches, and school administration. FSA data, iReady data, and STAR Early Literacy/STAR Reading data will be analyzed and discussed after each administration. At that time, instructional goals will be identified as well as next steps. Additional professional development will be provided as needed based on the data. Teachers may also be referred to model classrooms as an additional form of professional development. Collaborative feedback practices will be utilized between each progress monitoring assessment to provide guidance and support. Healthy conversations will be encouraged between teachers, curriculum coaches, school administration, and district staff to guide ongoing adjustments to instruction.

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

The District Reading Coach or the Curriculum and Instruction Director will support and monitor

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

Data is reviewed after each progress monitoring assessment at the district level. Coaching time and tasks as well as school progress is reviewed to identify strengths and weaknesses as well as to identify where additional support is needed based on the results of progress monitoring data.

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

After each progress monitoring assessment coaches are required to analyze the data, identify strengths and weaknesses, implement instructional strategies/interventions to support students' needs. Coaches will use data to evaluate and modify the response to instruction as well as prioritize schools in need of the greatest amount of support.

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	Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
STAR Early Literacy	K-1st Grade Students	Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	Quarterly
STAR Reading	1st - 10th	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Quarterly
Moby Spot, SAVVAS Purchased separate program that goes with SAVVAS strictly for Fluency progress monitoring. Description: There are passage readings and fluency probes that use the national fluency norms on page 209 measures of fluency using the BEST Standards Document.	Grades 2 - 6	Progress Monitoring	Fluency	Monthly
Oral Language Curriculum Based monitoring test (SAVVAS) Sate Adopted- teacher observations and frequent informal evaluations. Hattie evidence -	every student	Progress Monitoring, Formative Assessment	Oral Language	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?

Curriculum and Instruction Director and District Instructional Coach

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

Teachers use the processes described below for ensuring ELA instruction in foundational reading skills is taught using evidence based materials in conjunction with systematic and explicit instruction.
Systematic:
Teachers use the ELA B.E.S.T. Standards to guide instruction. Curriculum maps are developed by grade level teams using the scope and sequence within the evidenced-based ELA CORE Curriculum.
Explicit:
Teachers use the characteristics of explicit instruction listed below to provide instruction.
Characteristics of explicit instruction:
a. Instruction is focused on critical content
b. Skills follow a logical sequence. Curriculum follows a scope and sequence that is sequential and cumulative.

c. The teacher breaks down skills and strategies into smaller instructional units.
d. The teacher designs organized and focused lessons.
e. The teacher begins the lesson with a clear statement of the goal of the lesson.
f. The teacher provides interactive review of prior skills and knowledge before beginning instruction.
g. The teacher provides a step by step demonstration of the skill. Teacher modeling is critical to student success and mastery.
h. The teacher uses clear and concise language.
i. The teacher provides an adequate range of examples and non-examples.
j. The teacher provides guided and supported practice that is sufficient for student mastery.
k. The teacher requires frequent responses to ensure students are following.
l. The teacher monitors student performance closely.
m. The teacher provides immediate affirmative and corrective feedback.
n. The teacher delivers the lesson at a brisk pace.
o. The teacher helps students organize knowledge.
p. The teacher provides distributed and cumulative practice. Data is collected and analyzed to guide instructional planning.

Evidence-based:
Evidence-based practices are essential to reading achievement, because they have demonstrated a significant level of effectiveness that translates well in a classroom setting. Teachers often encounter instructional practices and instructional materials that are widely used (i.e., Teacher Pay Teacher) but lack the research and level of effectiveness to define them as evidence-based. The Calhoun County School District uses the state adopted materials list as a guide in the selection process of CORE ELA materials. Supplemental materials that are purchased must be research based with a strong ESSA rating.

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

Formative assessments are planned, ongoing processes that educators use to understand and improve student learning outcomes and support students in becoming self-directed learners. Teachers are expected to use formative assessments to identify crucial information about what students understand and what they don't. Lesson Plans will also be monitored to ensure that formative assessments are being used to in the classroom.
The District will have regularly scheduled data chats with teachers and school administrators to discuss ELA instruction, formative and summative assessments, and to determine the progress of student performance. Meeting agendas will serve as a guide to ensure that formative assessments are being utilized and discussed to identify strengths and weaknesses in classroom instruction.

Teachers will be using some of the examples of formative assessments listed below during the 2021-2022 school year.

• Summaries/Reflections - Students stop and reflect, make sense of what they have heard or read, derive personal meaning from their learning experiences, and/or increase their metacognitive skills. These require that students use content-specific language.

• Lists, Charts, and Graphic Organizers - Students will organize information, make connections, and note relationships through the use of various graphic organizers.

• Visual Representations of Information - Students will use both words and pictures to make connections and increase memory, facilitating retrieval of information later on. This "dual coding" helps teachers address classroom diversity, preferences in learning style, and different ways of "knowing."

• Collaborative Activities - Students have the opportunity to move and/or communicate with others as they develop and demonstrate their understanding of concepts.
• Exit Cards
• Observations
• Discussions
• Projects
• Self-assessments
• Think–pair–share activities

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

School Level Literacy Teams will meet on a regular schedule to discuss ways to incorporate literacy instruction within their content areas. The ultimate goal of literacy instruction is to build a student's comprehension, writing skills, and overall skills in communication. Discussion of texts in order to deepen understanding will also be included on the meeting agenda. Students need instructional guidance on how to read critically, understand the material and implement what they have learned. Teachers can provide the necessary framework using concepts such as previewing text, reading with a purpose, predicting and making connections as well as the use of graphic organizers. Professional development will be provided to those that need a better understanding of how to incorporate literacy instruction into their content areas.

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

The district will meet monthly with school administrators to discuss instructional concerns, data concerns, review the K-12 Reading Plan, and determine next steps.

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 will hold "Calhoun District Data Days" at the beginning of the school year. The District Team will meet with each of the schools's ELA teachers and school administrators during the ELA teacher's planning to go over the K-12 reading plan a little more in depth and explain the expectations of implementation. During the meeting, all of the elements of the reading plan will be discussed as well as roles and responsibilities of the teachers and administrators in regards to curriculum, explicit instruction, interventions, participation in the school literacy team, and assessments. Stakeholder input will be gathered during these meetings from teachers and administrators as to any parts of the plan that may need to be adjusted. The District Team will repeat this process again during the second semester of 2022 with an emphasis on making adjustments in order to gather ideas on how to create/develop the K12 Reading Plan for the 2022-2023 school year.

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:

Calhoun_Self_Reflection_Tool_rdg_plan_2021.docx
Calhoun K-12 Comprehensive Evidence-Based Reading Plan District Self-Reflection Tool.
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?

School administrators will develop a schedule for classroom walkthroughs in alll reading classes This will be done a minimum of once a week over the course of the school year. Principals will be provided with a walkthrough tool that will help serve as a guide as they observe reading classrooms. As administrators walk through they will document the lessons, instructional delivery methods (whole group, small group, one on one etc.) as well as use of materials, resources, assessments, instructional strategies, interventions, etc. After each iReady Diagnostic assessment School Administrators will collect data to determine if students are meeting their learning targets. Principals will meet with teachers and identify student growth as well as any weaknesses in the data. Interventions will be suggested for those that need extra support.

Who at the district level supports effective implementation?

The Curriculum and Instruction Director and the District Instructional Coach will support the effective implementation of the K-12 District Reading Plan.

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

School Administrators will be provided a copy of the K-12 District Reading Plan that will be referenced in meetings throughout the year. Student data as well as the classroom walkthrough tool will be utilized to help areas that may need improvement for effective implementation of the K-12 District Reading Plan.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

School administrators will develop a schedule at teh beginning of the school year to ensure classroom walkthroughs are getting done weekly in reading classes Principals will be provided with a walkthrough tool that will help serve as a guide. As administrators complete walkthroughs they will document lessons, instructional delivery methods (whole group, small group, one on one etc.) as well as use of materials, resources, assessments, instructional strategies, interventions, etc. After each iReady Diagnostic assessment School Administrators will collect data to determine if students are meeting their learning targets. Principals will meet with teachers and identify and discuss student growth as well as any weaknesses. Interventions will be provided for those that might need extra support.

Who at the district level supports effective implementation?

The Curriculum and Instruction Director as well as the District Instructional Coach will support the effective implementation of weekly reading walkthroughs.

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

The process that will be in place to identify any areas that are in need of improvement for effective implementation will be documentation of quarterly meetings to review the K-12 District Reading Plan, classroom observation data records, student data, and collaborative chats with teachers. The K-12

District Reading plan, district assessment calendar, and ELA curriculum maps will be used as a guide for effective implementation. Principals will have monthly staff meetings to discuss areas of strength as well as areas that need to be improved based on data or classroom walkthroughs.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

District level administrators and school level administrators will meet after each iReady diagnotics assessment to analyze student data, classroom data, and school-wide data using iReady progress monitoring reports. STAR Early Literacy/STAR Reports, student report cards, MTSS Handbook, district-wide data information, teacher collaborative chats informaton, and classroom walkthrough data will alll be discussed during these meetings to ensure that the K12 Reading Plan is being implemented with fidelity and students are progressing academically.

Who at the district level supports effective implementation?

The Curriculum and Instruction Director and the District Instructional Coach will support the effective implementation of the K12 Reading Plan by attending these meeting and giving input.

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

The process that will be in place to identify any areas of need of improvement will be through monthly staff meetings with principals, district wide "Data Days", ongoing review of the K12 District Reading Plan, ongoing review of the MTSS process/handbook, classroom walkthrough data; iReady Reports; STAR/ STAR Early Literacy Reports, student and parent surveys, and teacher feedback surveys.

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.

Summer Reading Camp will be provided to students in kindergarten through 4th grade. Every effort will be made to attain teachers that are highly effective and reading endorsed. Teachers will use the CORE "Wonders" McGraw Hill reading curriculum in conjunction with using the state adopted reading program the past adoption cycle, teachers used Hattie based practices to clearly state student expectations, challenged students based on their current mastery in the six areas of reading. Student strategies were shared with each student during student teacher conferences. Goals of the lessons were explained to student as well as documented for the District. In addition What Works Clearinghouse effective practices to teacher explicit vocabulary instruction, direct and explicit comprehension strategies, provide opportunities for extended discussion of text meaning and interpretation, increase student motivation and make available intensive individualize interventions for struggling readiers that can be provided by trained specialists. (ESSA Level 1: Strong Evidence) as well as the iReady program (ESSA Level 2: Moderate Evidence QuasiExperimental Designs) will be used during Summer Reading Camp. Students that attend Summer Reading Camp will take an iReady diagnostic (ESSA Level 2: Moderate Evidence QuasiExperimental Designs) at the end of Summer Reading Camp. This diagnostic will be compared to the iReady diagnostic that students took at the end of April.

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.

The Calhoun County School District will provide Summer Reading Camp for students in Kindergarten, first, second, third, fourth, and fifth grade. Teachers will use "Wonders" reading curriculum, as well as iReady (McGraw Hill reading curriculum - (ESSA Level 1: Strong Evidence) during Summer Reading Camp (ESSA Level 2: Moderate Evidence QuasiExperimental Designs). Teachers will use instructional practices of systematic, explicit instruction utilizing the multisensory approach to try and close the gap for

students attending Summer Reading Camp. Teachers will provide the instructional practice of small group instruction that will be used as much as possible in order to differentiate instruction.

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.)
46

Students who demonstrate a reading deficiency in grades K-2

Students who score Level 1 in grades 4-5

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.)
32%

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

Students who score Level 1 in grades 4-5
%

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.

Parents of students that are identified as having a substantial deficiency in reading according to the K12 Reading Plan or FSA are contacted and notified of the student's deficiency by the reading teacher. The following services are provided to the student identified as has a reading deficiency: a minimum of 90 to 120 minutes daily uninterrupted reading instruction, daily, differentiated small group or individual reading instruction, 45 minutes per week of i-Ready ELA online instruction at the student's reading level, and daily phonics instruction. Students identified as needing Tier 3 instruction receive an additional 30 minutes daily of small group instruction. These students participate in the S.P.I.R.E. Intervention Program. Classroom teachers provide parents with suggestions ways to help their child be successful in reading during parent conferences. Research has indicated that parents play an integral role in developing student learning and success in school. Help at home is critical to the child's success in school.

Who at the district is responsible for monitoring this requirement?

The Curriculum and Instruction Director is responsible for making sure that schools notify parents if they have a child that has been identified as having a reading deficiency and is in need of a 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 district will support and monitor the implementation by providing teachers with newly adopted ELA textbooks. Teachers will follow the scope and sequence provided by the publisher. The new ELA curriculum is researched based and provides evidence of the sequence of reading instruction throughout the textbook. Teachers will also recive training on the new B.E.S.T. Standrads. The District will monitor and support implementation by conducting classroom walkthroughs to ensure fidelity, hosting collaborative chats with teachers to provide feedback, assistance with curriculum mapping and meeting professional development needs as the arise.

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

The Curriculum and Instruction Director will be responsible for supporting and monitoring this requirement.

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 will host meetings to allow teachers to coordinate ELA with other subjects in order to maximize instructional time. Teachers will be able to select or choose instructional materials that would fit in ELA, Social Studies, and Science if possible. Social Studies, and Science might incorporate ELA through the use of primary source documents, textbooks, articles, novels, and artifacts. As a result of the decisions teachers' will be able to better support students' acquisition of the content. The following will be for monitored to ensure implementation: check lesson plans, classroom walkthroughs, collaborative chats with teachers, regularly scheduled professional development opportunities.

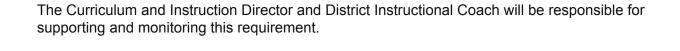**Who at the district is responsible for supporting and monitoring this requirement?**

The Curriculum and Instruction Director will be responsible for supporting and 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 supports and monitors the implementation of small group differentiated instruction by the following: curriculum maps, collaborative chats with teachers, monthly staff meetings with principals, lesson plan checks, classroom walkthroughs, teacher surveys via google classroom, teacher observations and feedback discussions, book study, professional development, and analyzing assessment data.

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

The Curriculum and Instruction Director and District Instructional Coach will be 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 will align the K-12 reading instruction with Florida's revised formula for success by aligning the elements of reading within the District MTSS Handbook, School Improvement Plans and the K-12 District Reading Plan. Each of these documents will use the same language to emphasize the goal - increasing student achievement by closing achievement gaps. District Leadership Team members will ensure the "Science of Reading" is taught by providing professional development to all ELA teachers. Professional development will also be provided on the ELA B.E.S.T. Standards. The district will provide leadership, professional development, programs, and materials such as the CORE Curriculum and supplemental materials which are research based and proven to work. Assessments will be provided to guide instruction: screening, progress monitoring/formative assessment, diagnosis and summative assessment. The following components of foundational skills will be required instruction: oral language development, phonological awareness, phonemic awareness, alphabet, phonics, spelling, sight vocabulary, morphology, word meaning. The following components of literacy will be taught: knowledge of words and parts of words (phonological awareness, phonemic awareness, alphabet, phonics, spelling, sight vocabulary, morphology, word meaning), Oral reading fluency (accuracy, speed and prosody); Reading Comprehension/Learning from text (reading comprehension strategies, text structure, cohesion

and grammar) Writing (narration, exposition argument, writing process, summarization, analysis, synthesis, coherence, elaboration, focus, voice, conventions). When students struggle in reading, schools will provide remedial instruction either by Tier 2 or Tier 3 interventions. The amount of teaching instruction (time) will be aligned through the school master schedules, class schedules, and intervention times for Tier 2 and Tier 3. The District will provide a Mutli-Tiered System of Supports for students identified as needing additional support. The District MTSS/Response to Intervention Handbook will outline the processes and requirements of a systemic approach to MTSS/Response to Intervention. It will provide the foundational principles and information to assure a comprehensive and effective approach to student learning. The handbook will be used along with training to identify roles and responsibilities to ensure interventions are carried out with fidelity.

How does the district support and monitor implementation?

The district will support and monitor the implementation of the K-12 reading instruction with Florida's revised formula for success in addition to implementing the ELA B.E.S.T. Standards K-12th grade. The district will support and monitor implementation by providing the following: leadership, motivation, progress monitoring tools, programs and materials, professional development, assessments, assistance with scheduling, selection of Core Curriculum and Supplemental materials, developing and managing district policies, curriculum maps, lesson plan checks, classroom walkthroughs, and teacher collaborative chats.

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

The Curriculum and Instruction Director, District Instructional Coach, and District ESE Director will monitor implementation of this requirement.

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:

Revised_Calhoun_Decision_Tree_2021-2022_REVISED.pdf
Revised Calhoun District Reading Plan attached
[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 Curriculum and Instruction Director as well as school administrators analyze initial progress monitoring results and FSA data to determine students indicating signs of a reading deficiency. The Curriculum and Instruction Director meets with school administrators, teachers, and intervention teachers to determine next steps for students identifed as having a reading deficiency. These students are placed on a "Watch List" and monitored closely throughout the school year. Data meetings are held each nine weeks to determine progress and discuss next steps if interventions are not working. Students, identified as having a reading deficiency, recieve Tier 2 or Tier 3 interventions based on where they fell on the decision trees in the K12 Reading Plan.

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.

N/A

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

N/A

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.

N/A