

Clay County 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	Montoro, Bianca Supervisor of Reading and Early Literacy bianca.montoro@myoneclay.net 904-336-6965
Reading Curriculum	Dailey, Roger CHIEF ACADEMIC OFFICER K-12 roger.dailey@myoneclay.net 904-336-6904
Reading Curriculum	Teto, Heather CHIEF OF ELEM ED K-12 heather.teto@myoneclay.net 904-336-6909
Professional Development	Shepard, Jennifer SUPERVISOR OF PROFESSIONAL LEARNING jennifer.shepard@myoneclay.net 904-336-6966
Assessment	Amburgey, Steve DIRECTOR OF ASSESSMENT, ACCOUNTABILITY, AND SCHOOL SUPPORT steven.amburgey@myoneclay.net 904-336-9579

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.

The contents of the CCDS Comprehensive Evidence-Based Reading Plan are communicated in the following ways:

- Shared in the Superintendent's Weekly Debriefing
- Shared with principals and assistant principals at the monthly principals' meetings
- Trainings with school-based literacy leadership teams
- Trainings with classroom instructors
- Shared with Principals at the Summer Leadership Institute
- Integrated into Professional Learning Communities (PLCs)
- Posted on the CCDS website for parents
- Posted in the district's portal for school administrators, reading leadership teams, literacy coaches, classroom instructors, and support staff
- Shared with the CCDS School Board

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 57%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 60%

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

Based on the data presented, CCDS is committed to:

- enhancing its education system to prioritize all learners' language and literacy development with a strategic plan to improve early learning and early literacy opportunities for children and families;
- expanding access to quality early learning experiences by district and school leaders working collaboratively with early childhood educators to strengthen the district's outreach and enrollment strategies for its voluntary prekindergarten program (VPK);
- implementing evidence-based early literacy curricula in the district's ESE Pre-K and VPK classes to provide a comprehensive literacy program integrated with all learning domains to create a literacy development framework that succinctly aligns literacy learning from prekindergarten to twelfth grade;
- providing differentiated, scaffolded core instruction across a multi-tiered system of supports that aligns to the science of reading with explicit adaptations for children with substantial reading deficiencies, students with disabilities, and English language learners in the district's ESE Pre-K and VPK classes;
- increasing professional development for district and school leaders and teachers focused on early literacy instruction, evidence-based instructional strategies, and effective implementation of early literacy foundational standards;
- working to strengthen the district's parent and family involvement programs to guide parents and families in providing early literacy experiences at home; and
- establishing community partnerships to build trust and support for children's early learning and literacy opportunities.

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	15	23	33	23	7	5	12	43	28	12
4	19	20	29	23	8	9	10	39	28	14
5	16	23	30	22	9	6	13	40	27	14
6	14	21	25	27	14	4	11	35	32	18
7	22	26	25	19	10	12	14	35	24	15
8	19	22	28	19	11	9	12	38	25	16
9	21	24	24	22	9	11	14	34	27	14
10	21	26	23	22	8	11	16	33	27	13

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.

Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

For each grade, K-2, increase the percentage of students scoring at or above grade level equivalency on the end-of-year i-Ready progress monitoring assessment when compared to the beginning of year student achievement data by 5%.

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.

CCDS has prioritized reading allocation funds to fully support K-3 students identified with a substantial deficiency reading by allocating funding for expenditures on supplemental materials and interventions to elementary schools for K-3 students focused on oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. A greater percentage of allocated funds have been allocated to district reading coaches assigned to elementary schools. Funding has been allocated to helping teachers earn the reading endorsement so that intensive reading interventions can be delivered to K-3 students by a reading endorsed teacher. Funding has been allocated to providing teachers of K-3 students LETRS® (Language Essentials for Teachers of Reading and Spelling) professional development and learning strategies.

School Literacy Leadership Teams

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

Monthly Principal Meetings
Superintendent's Weekly Debriefing
Support Meetings with the District Literacy Leadership Team

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

Roger Dailey, CHIEF ACADEMIC OFFICER K-12
Treasure Pickett, K-12 DIRECTOR
Rebecca Billiot, K12 CURR SPEC
Heather Teto, CHIEF OF ELEM ED K-12
Bianca Montoro, SUPERVISOR OF READING AND EARLY LITERACY
Kevin Leary, LITERACY CURR SPEC
Dana Savoie, LITERACY CURR SPEC

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

Roger Dailey, CHIEF ACADEMIC OFFICER K-12
Treasure Pickett, K-12 DIRECTOR
Rebecca Billiot, K12 CURR SPEC
Heather Teto, CHIEF OF ELEM ED K-12
Bianca Montoro, SUPERVISOR OF READING AND EARLY LITERACY
Kevin Leary, LITERACY CURR SPEC
Dana Savoie, LITERACY CURR SPEC

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.

-1-013-015 Exploring Structured Literacy (ESL): The purpose of this component is for participants to develop a substantive understanding that Structured Literacy is explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels. This component will provide K-6 educators the opportunity to develop, increase, and demonstrate knowledge of explicit, systematic, sequential, and multi-sensory approaches to reading instruction as outlined in the 40-hour in-service requirement identified in Florida Statute s. 1012.585(3) F.S.

-2-013-014 Job Embedded Reading Course: (LETRS®) The purpose of this component is to prepare all participants to learn and expand upon their skills and knowledge in the delivery of explicit instruction in the essential components of reading: oral language, phonological awareness (with multisensory modalities), phonics, fluency, vocabulary, and reading comprehension. Upon successful completion of the component, participants will understand how the science of reading leverages decades of research including the latest neuroscience that reveals how students learn to read and how to teach reading with effective instruction with an emphasis on working memory and auditory processing. Participants will receive job-embedded opportunities for the application of screening, diagnostic, progress monitoring, and formative assessment for data collection and problem-solving in response to intervention to support the individual needs of diverse learners.

-2-408-023 Professional Learning Communities: The purpose of this component is to enhance Clay County District Schools organizational capacity to boost student learning by implementing Professional Learning Communities (PLC) characterized by shared purpose, collective activity and responsibility among staff. Effective PLCs have an enduring influence on teacher practice and seek to enhance teacher knowledge of curriculum and instructional practices; therefore, it is vital that all members of the organization are continuously building communities that focus on continuous learning and improvement. Teachers will utilize data analysis to drive the PLC activities and decision making aimed at closing achievement gaps.

-Per district approved school schedules, time is allotted for professional learning communities (PLCs) along with other types of professional development. Time is also provided for coaching cycles to occur through the job-embedded model.

-Mentor classrooms and mentor teachers are identified and utilized for collegial growth.

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 district will communicate to principals the professional development requirements using the following modes of communication:

- Monthly Principal Meetings
- Superintendent's Weekly Debriefing
- Master In-Service Plan
- Leadership Resources Tile
- In-Service Day Catalog

The district will support principals with fulfilling each requirement by providing training during monthly principal meetings, onsite learning modules, and providing district level support to principals via district leaders, specialists and coaches.

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

Jennifer Shepard, SUPERVISOR OF PROFESSIONAL LEARNING
Bianca Montoro, SUPERVISOR OF READING AND EARLY LITERACY

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.

Coaching services and supports are provided to the schools with the greatest need based on the percentage of students requiring intensive intervention for substantial reading deficiencies as determined by diagnostic data and consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension. This includes:

- students receiving MTSS Tier 3 Intensive Intervention in reading;
- students with an IEP receiving Intensive Intervention in reading;
- 3rd grade retention students requiring Intensive Intervention F.S.1008.25(4)(c), F.S.1008.25(7)(a);
- 4th grade students requiring Intensive Intervention after Good Cause Exemption promotion F.S.1008.25(8)(b); or,
- English Language Learners (ELLs) requiring Intensive Intervention

All district literacy specialists and literacy coaching are reading endorsed or reading certified.

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?

- * Monthly Principal Meetings
- *2021-22 CERP

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?

- *Flexible Scheduling
- *Having coaches participate in school level PLCs

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

Roger Dailey, CHIEF ACADEMIC OFFICER K-12
Treasure Pickett, K-12 DIRECTOR
Rebecca Billiot, K12 CURR SPEC
Heather Teto, CHIEF OF ELEM ED K-12
Bianca Montoro, SUPERVISOR OF READING AND EARLY LITERACY
Kevin Leary, LITERACY CURR SPEC
Dana Savoie, LITERACY CURR SPEC

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

Monthly, Quarterly

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

Principals and district teams review data in order to identify where additional support and professional learning is needed. For example, coaches may engage in coaching cycles with district specialists in order to improve practice to conduct coaching cycles with teachers.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

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

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
DIBELS Next	K-6 All Students, 7th-8th Intensive Reading Students	Screener, Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Oral Language Assessment	Students in grades K-3 who are not demonstrating developmentally appropriate proficiency with oral language in response to the evidence-based core instruction.	Screener	Oral Language	Annually
Phonological Awareness Skills Test (PAST)	The PAST is best used with students as part of a whole class screening in K-2 or a formal reading assessment.	Screener	Phonological Awareness	Annually
SAVVAS Benchmark Assessments	Students in grades K-12.	Progress Monitoring, Formative Assessment	Fluency, Vocabulary, Comprehension	3 x A Year
Heggerty Phonemic Awareness Assessments	Students in grades K-1 as a screener. Students in grades 2-12 as a diagnostic.	Screener, Diagnostic	Phonological Awareness	Annually
i-Ready	Students in grades K-3	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Achieve 3000	Students in Grades 3-12	Progress Monitoring, Formative Assessment	Fluency, Vocabulary, Comprehension	3 x A Year
FLKRS	Kindergarten Students	Screener	Phonological Awareness, Vocabulary	Annually
FSA	Students in Grades 3-10	Summative	Vocabulary, Comprehension	Annually

District-Level Monitoring - Part B

Provide the following information to depict how the district will meet each of the requirements.

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

District Literacy Leadership Team

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

*Schools must submit a materials request form to receive district approval

*District approval is based on the evidence level and size effect of the material

*The school leadership team will conduct weekly walkthroughs of reading classes

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

- *Data Chats with school leaders
- *PLCs (Common Assessment)
- *Weekly walkthroughs

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

- *Implementation of the ELA B.E.S.T. Standards K-12 & Intensive Reading
- *PLCs
- *Cross-Curricular Planning
- *Implementation of the District Adopted Evidence-Based K-12 Curriculum (SAVVAS)
- *Content area specialists and coaches will meet at least once a quarter for cross-curricular planning to support K-12 teachers with embedding literacy instruction into content areas to build discussions of texts in order to deepen understanding

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

- *Teachers and Principals can complete a Google Feedback Form which is submitted to the district's literacy department
- *Principals can voice their concerns at the monthly principal meetings

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 Literacy Leadership Team (DLLT) will meet monthly to review, evaluate, and discuss the implementation of the 2021-22 K-12 CERP. The DLLT will review student data and analyze it for trends and other noticings to formulate a literacy development framework. The DLLT will review and discuss stakeholder (teachers, literacy coaches and administrators) input to identify elements in need of improvement for enhancing the district's education system to prioritize all learners' language and literacy development. The DLLT will use student achievement data and stakeholder input to select evidence-based practices for strengthening core instruction across a multi-tiered system of support in alignment with the science of reading with explicit adaptations for children with substantial reading deficiencies, students with disabilities, and English language learners. The DLLT will align professional development opportunities with identified needs for early literacy instruction, evidence-based instructional strategies, and effective implementation of early literacy foundational standards. The DLLT will work to strengthen its parent and family involvement programs to guide parents and families in providing early literacy experiences at home. In alignment with the goals of the literacy development framework, the DLLT will focus on establishing community partnerships to build trust and support children's early learning to increase student achievement.

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?

Systems for Communication and Dissemination of Information combined with Systems of Supports, PLCs

Who at the district level supports effective implementation?

District Literacy Leadership Team

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

Feedback Forms, on-site support, copy of the CERP state statute provided to principals and teachers, training provided to principals and teachers with a checklist of required elements of implementation

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Walkthrough logs, Rubrics for Implementation

Who at the district level supports effective implementation?

District Leadership Team

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

Meetings with principals, School Site Calibration Walks

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Data Collection and Monitoring Systems, PLCs

Who at the district level supports effective implementation?

District Literacy Leadership Team
District MTSS Team

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

Continuous monitoring of data, on-site support, trainings provided to principals and teachers

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.

*Lexia Core5 (ESSA Strong Evidence for Intensive Intervention): Explicit, systematic instruction in phonological awareness, phonics, morphology, vocabulary, fluency/automaticity, and comprehension

*Wilson Reading System (phonemic awareness, phonics, fluency, vocabulary, and comprehension) (ESSA Strong Evidence for Intensive Intervention 2-12)

*Phonological Awareness Intervention: Explicit and systematic Phonological Awareness Intervention with multi sensory modalities (high effect size)

*Phonics Instruction: Explicit, Systematic Phonics Instruction with multi sensory modalities (high effect size)

*Decodable Readers: Systematic, Explicit practice for phonics, fluency, and comprehension based on the Science of Reading

*FCRR Phonological Awareness and Phonemic Awareness (Evidence Based Practices)

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.

*Lexia Core5 (ESSA Strong Evidence for Intensive Intervention): Explicit, systematic instruction in phonological awareness, phonics, morphology, vocabulary, fluency/automaticity, and comprehension K-5

*Wilson Reading System (phonemic awareness, phonics, fluency, vocabulary, and comprehension) (ESSA Strong Evidence for Intensive Intervention 2-12)

*Phonological Awareness Intervention: Explicit and systematic Phonological Awareness Intervention with multi sensory modalities (high effect size) 2-5

*Phonics Instructional: Explicit, Systematic Phonics Instruction with multi sensory modalities (high effect size) K-3

*Decodable Readers: Systematic, Explicit practice for phonics, fluency, and comprehension based on

the Science of Reading K-1

*FCRR Phonological Awareness and Phonemic Awareness (Evidence Based Practices) K-5

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.)

357

Students who demonstrate a reading deficiency in grades K-2

1,764

Students who score Level 1 in grades 4-5

863

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.)

14%

Students who demonstrate a reading deficiency in grades K-2

24%

Students who score Level 1 in grades 4-5

12%

Parent Support through a Read-At-Home Plan

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

The CCDS Read-At-Home Plan for Student Success will be provided (in print form and/or electronically, whichever is preferred by the family) to all parents and families of students who are identified with a substantial deficiency in reading. This plan will be provided at the time of or before the parent's meeting addressing the student's CCDS Individual Progress Monitoring Reading Plan (IPMRP), Progress Monitoring Plan (PMP) or interim IEP addressing the substantial reading deficiency and intervention plan. The Read-At-Home Plan will contain information and activities in the areas of oral language and vocabulary development, phonological awareness, phonics, fluency, and comprehension.

Who at the district is responsible for monitoring this requirement?

The District Literacy Leadership Team will be responsible for supporting and monitoring the implementation of the Read-At-Home Plan for students identified with a substantial deficiency in reading.

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?

- *Implementation of the district adopted curriculum: SAVVAS
- *Use of the scope and sequence
- *Use of curriculum guides
- *Alignment with the Science of Reading
- *Alignment with the ELA B.E.S.T. Standards
- *Principal walkthroughs and evaluations
- *District on-site instructional visits
- *Professional Development for Administrators and Teachers
- *Master schedules are reviewed and approved based on schools having a 90-Minute block of uninterrupted block of time

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

District Literacy Leadership Team
 Roger Dailey
 Heather Teto
 Treasure Pickett

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?

- *Implementation of the district adopted curriculum: SAVVAS has integrated social studies, science, and the arts within the curriculum
- *Use of the scope and sequence
- *Use of curriculum guides
- *Alignment with the Science of Reading
- *Alignment with the ELA B.E.S.T. Standards
- *Principal walkthroughs and evaluations
- *District on-site instructional visits
- *Professional Development for Administrators and Teachers

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

District Literacy Leadership Team
 Roger Dailey
 Heather Teto
 Treasure Pickett

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

How does the district support and monitor implementation?

- *Implementation of the district adopted curriculum: SAVVAS
- *Use of the scope and sequence
- *Use of curriculum guides
- *Alignment with the Science of Reading
- *Alignment with the ELA B.E.S.T. Standards
- *Principal walkthroughs and evaluations
- *District on-site instructional visits
- *Professional Development for Administrators and Teachers

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

District Literacy Leadership Team
Roger Dailey
Heather Teto
Treasure Pickett

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.

Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3 aligns with the district's Literacy Development Framework and Multi-Tiered System of Supports (MTSS) which is grounded in the science of reading. Per the K-12 decision trees, screening, progress monitoring/formative assessment, diagnosis, and summative assessment data is collected and utilized for decision making to meet the individual learning needs of each student. The district's K-12 reading instruction is not only grounded in the science of reading, but it is also aligned with the ELA B.E.S.T. Standards building a coherent, cumulative, and knowledge-based curriculum that is vertically aligned across grades and horizontally aligned across subjects within a grade with embedded assessments to target the individual learning needs of students including students with disabilities (SWDs) and English-Language Learners (ELLs). Responding to the individual needs of each student through a tiered response system allows teachers to provide the right intervention to the right student at the right time to close achievement gaps.

How does the district support and monitor implementation?

- *Data Reporting System (Synergy)
- *MTSS meetings

*Monthly Principals' Meetings

*Annual Training for Intervention Team Facilitators

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

District Literacy Leadership Team

District MTSS Team

Roger Dailey

Heather Teto

Treasure Pickett

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:

CCDS_K-12_CERP_Curriculum_Instruction_Assessment_Decision_Trees_21-22_SA.pdf
<i>CCDS K-12 CERP Curriculum, Instruction, & Assessment Decision Trees_21-22_SA</i>
Document Link

Identification of Students with a Substantial Reading Deficiency

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

All students in grades K-6 will be administered a universal screener. Based on the universal screener data, the School Literacy Leadership Team will work with each grade level teacher to determine each student's need for a diagnostic assessment. Diagnostic data and consecutive formative assessments or teacher observation data will be used to determine minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension. Triangulation of data including communication (parent and student input), observation (teacher input), and product (assessment) will be used to identify students with a substantial deficiency in reading. If a reading deficiency is identified, then the School Literacy Leadership Team will work with the teacher to formulate a plan of action for addressing the student's individual deficit. Students receiving Intensive Intervention for substantial reading deficiencies include:

- *students receiving MTSS Tier 3 Intensive Intervention in reading as identified by diagnostic, formative assessments and teacher observation;
- *students with an IEP receiving Intensive Intervention in reading;
- *3rd grade retention students requiring Intensive Intervention F.S.1008.25(4)(c), F.S.1008.25(7)(a);
- *4th grade students requiring Intensive Intervention after Good Cause Exemption promotion F.S.1008.25(8)(b); or,
- English Language Learners (ELs) requiring Intensive Intervention

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.

Charles E. Bennett Elementary School (Sheree Cagle, Principal): An additional hour of reading instruction is provided within the day. The school day has been extended and begins at 8:10 a.m. and concludes at 3:50 p.m. This allows for the 120 minutes of core reading instruction and 30 minutes of intensive reading instruction to include reading interventions.

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

Charles E. Bennett Elementary School (Sheree Cagle, Principal): The additional hour of reading instruction allows for all teachers to provide reading instruction through the content areas. Clay County only employs teachers with effective evaluations. All teachers at Charles E Bennett with VAM scores are effective or highly effective or have been assigned to other schools. As new teachers are hired, their VAM is reviewed to ensure they are effective or highly effective.

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.

All students complete the i-Ready diagnostic that provides teachers with detailed information regarding each students' reading deficit. Each student will take the Lexia Core5 Reading placement for Grades K-5 and Lexia PowerUp Literacy for Grade 6. Each student will each have a prescribed plan and a required amount of minutes weekly. Lexia has a strong level of ESSA evidence for Tier 2 and Tier 3 literacy intervention. For progress monitoring, students will complete the beginning year, mid-year, and end-of-year core curriculum benchmark assessments for SAVVAS aligned with the B.E.S.T. Standards for ELA.

Students who perform low in phonological awareness and phonemic awareness on the i-Ready diagnostic in grades 2-5, are screened with Haggerty Bridge the Gap. They are then placed in groups according to the placement. These groups meet daily and are retested each quarter for proper placement. Direct, explicit, systematic phonological awareness and phonemic awareness instruction is evidence-based.

Students in 3rd-6th grade complete the Achieve 3000 Level Set to identify their Lexile level. The Achieve3000 program has a strong Level of ESSA evidence for Tier 2 and Tier 3 vocabulary, fluency, and comprehension intervention.

Based on the science of reading, students in Kindergarten - Second grade will be provided daily direct, explicit, and systematic instruction in phonological awareness, phonemic awareness, alphabet knowledge, and phonics required for teaching children how to read based on sound to letter correspondences.

Document Based Questions (DBQ) is a high-yield strategy that is reinforces higher-level questions, comparative text analysis, and timed essays (reinforcing the value of the thesis statement, coherent organization, a range of evidence, and analysis/critique of authors' perspectives, values, and ideologies).