

Miami-Dade County Public Schools



2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

| Contact | Name, Title, Email, Phone |
|--|---|
| Main District Reading Contact | Alves, Lisette Assistant Superintendent lalves@dadeschools.net 305-995-4202 |
| Elementary English Language Arts (ELA) | De La Peña, Vanessa Executive Director vdelapena@dadeschools.net 305-995-3122 |
| Secondary ELA | Cabrera, Elena Executive Director elenacabrera@dadeschools.net 305-995-3122 |
| Reading Endorsement | Gonzalez, Milagros District Director mgonzalez5@dadeschools.net 305-995-7424 |
| Reading Curriculum | De La Peña, Vanessa Executive Director vdelapena@dadeschools.net 305-995-3122 |
| Professional Development | Gonzalez, Milagros Administrative Director mgonzalez5@dadeschools.net 305-995-7616 |
| Assessment | Feild, Gisela Administrative Director gfeild@dadeschools.net 305-995-7512 |
| Data Element | Feild, Gisela Administrative Director gfeild@dadeschools.net 305-995-7512 |
| Summer Reading Camp | De La Peña, Vanessa Executive Director vdelapena@dadeschools.net 305-995-3122 |
| Third Grade Promotion | Feild, Gisela Administrative Director gfeild@dadeschools.net 305-995-7512 |
| 300 Lowest-Performing Elementary Schools | Riaz, Omar Administrative Director omarriaz@dadeschools.net 305-995-3091 |

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 district communicates the contents of the Comprehension Evidence-Based Reading Plan to all stakeholders by establishing monthly meetings with all school-site reading leadership teams to

communicate our goals, align resources, and analyze data to progress monitor the goals set. Additionally, the strategies and protocols in the plan are revisited throughout the year to ensure the goals set are met.

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 59%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 59%

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

1. Offer Smart Start Summer Camps to all Pre-K students transitioning to Kindergarten to prepare young learners for the transition from preschool to kindergarten with essential reading readiness skills.
2. Provide rising Kindergarten students with a Take-Home Summer Adventure Backpack to equip parents with the essential tools they need to support their children, solidify the concepts learned in preschool, and prepare students for success in kindergarten.
3. Parent webinars were recorded in multiple languages in collaboration with the District's Parent Academy and disseminated to review Reading Readiness skills needed before starting Kindergarten.
4. Administer the FLKRS assessment to all Kindergarten students to provide a closer look at student performance data at the school, teacher, and student level. The FLKRS data will be utilized to drive decision-making and instruction in schools. Further qualitative data analysis will be conducted through student protocols to support the identification of Multi-Tiered Systems of Support such as Response to Intervention (RTI).
5. Enroll students in Tier 2 Intervention that scored below a 500-scale score on the FLKRS assessment.
6. Utilize an evidence-based program for Tier 2 Intervention that is explicit, systematic, multi-sensory, and intensive to address the needs of all learners.

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 | 22 | 21 | 28 | 22 | 7 | 20 | 19 | 30 | 24 | 9 |
| 4 | 26 | 19 | 24 | 21 | 9 | 24 | 17 | 26 | 23 | 11 |
| 5 | 21 | 24 | 26 | 20 | 9 | 19 | 22 | 28 | 22 | 11 |
| 6 | 22 | 23 | 22 | 24 | 10 | 20 | 21 | 24 | 26 | 12 |
| 7 | 26 | 23 | 22 | 19 | 10 | 24 | 21 | 24 | 21 | 12 |
| 8 | 23 | 21 | 26 | 19 | 10 | 21 | 19 | 28 | 21 | 12 |
| 9 | 28 | 22 | 21 | 20 | 9 | 26 | 20 | 23 | 22 | 11 |
| 10 | 26 | 23 | 21 | 21 | 10 | 24 | 21 | 23 | 23 | 12 |

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%).

District data in grades K-2 will increase the percentage of students currently scoring at or above grade level on the iReady Diagnostic from AP1 to AP3 by 5% this year.

District Budget for Research-Based Reading Instructions Allocation

Budget

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

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

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

The district has demonstrated prioritization of K-3 students identified with a substantial deficiency by allocating hourly funds to support Tier 2 and Tier 3 interventions during the day. The district has also adopted a new evidence-based reading intervention program that includes instructional materials to address the needs of struggling students. Additionally, the district will provide each K-2 teacher with a reading manipulative bundle of resources to utilize when teaching letter sounds to address all learning modalities. Finally, professional development will be offered to teachers on the science of reading including phonics instruction, use of manipulatives, effective reading strategies, and progress monitoring tools.

School Literacy Leadership Teams

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

The School Literacy Leadership Team requirement is provided to principals as part of the dissemination of the K-12 CERP through the District's Weekly Briefing system of communication.

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

The School Literacy Leadership Team rosters are communicated to the Department of English Language Arts.

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

The Department of English Language Arts is responsible for supporting and monitoring School Literacy Leadership Teams to ensure compliance.

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

Provide professional development required by Section 1012.98(4)(b)11., F.S.,

Explicit, systematic, and sequential instruction is covered for all reading components: Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension in the following courses:

- Reading Competency 1 - Foundations of Reading Instruction
- Reading Competency 2 – Applications of Research-based Instructional Practices
- Reading Competency 3 – Foundations of Assessment
- Reading Competency 4 – Foundations and Applications of Differentiated Instruction
- Reading Competency 5 – Demonstration of Accomplishment

? Strategies that include instruction through multisensory activities are embedded in all reading development courses

? Teaching Reading to Students with Dyslexia through Multisensory Strategies is offered to all teachers virtually and through online platforms

? Grade-level specific monthly Instructional Coaches/Contact Academy Development (ICAD) sessions address all reading components, progress monitoring tools, evidence-based reading strategies, and multisensory strategies to effectively plan for reading and writing instruction.

Monitoring Data to offer professional development Opportunities:

The District collects data using the following instruments:

1. i-Ready Diagnostic (two to three times a year)
2. i-Ready Growth Monitoring Assessments (every 21 instructional days)
3. Standards based on grade level Formative Assessments based on the grade level standards taught are administered weekly for grades K-1 and bi-weekly for grades 2-5.

? For all students who take the online i-Ready assessment and diagnostic data is compiled – professional development opportunities in all the reading domains is offered to all stakeholders.

Mentor Teachers and Model Classrooms

- Throughout the school year as soon as new teachers are hired, OPDE and New Teacher support via the HRMe Mentor Tracking Tool are Identified and throughout the school year coaching and mentoring is provided district-wide via
- School-based coaches and mentors
- Curriculum Support Specialists
- Instructional Leadership Teams

? Throughout the year, training for new and early career teachers and mentors is provided at a Model New Teacher Lab Classroom

Weekly Professional Development Time

? Allocation of adequate professional development time is evidenced by

- Enrollment in course offerings
- Completed course transcripts

- Staff Development Records or Employee's Professional Development History
- School Based Leadership Team
- Instructional Leadership Team
- Common Planning Schedules created by schools

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?

- Weekly Briefings on Course Offerings and Registration Dates
- Region SCALED Leadership Meetings
- Publications from Student Services Department
- WORKPLACE Publications
- Via social media platforms such as Twitter, Workplace, and Microsoft TEAMS – Teams for Administrators that are content specific.
- District's Professional Development Management System

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

- Office of Professional Development
- Division of Academics
- Division of Academic Support
- Instructional Certification

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.

A District Support Formula (DSF) is used to determine the level of support needed for each school within the District. This data-driven approach utilizes the sum of all proficiency measures to determine the school tier. Each grade level configuration is ranked separately. Schools are then ranked based on their DSF score from lowest to highest. Reading proficiency is weighted higher than the other components (i.e., reading carries three times the weight) to ensure students demonstrating the lowest literacy skills receive the maximum support to accelerate closing the achievement gap.

Each year, all the schools in the district are categorized into tiers based on their performance on previous year Florida Standards Assessments (FSA) in reading and math as well as End-of-Course (EOC) Assessments. Schools are designated as Tier 1, Tier 1 Watch, Tier 2, or Tier 3 and receive individualized support based on their distinctive tier. Schools that are identified as needing Comprehensive Support and Improvement are categorized as Tier 3 schools and receive the highest level of support.

M-DCPS designates additional funding to hire Transformation Coaches to provide ongoing support to teachers and interventionists in Tier 1 Watch, Tier 2, and Tier 3 schools. These Transformation Coaches are fully released and play an integral role in teacher development and implementing school-wide interventions. The content-specific school site Transformation Coaches are provided with an additional stipend of \$4,500 to recruit and retain the brightest in the field. Through the negotiated Letter of Understanding (LOU) eighty percent of the coaches' time is to provide direct instructional services related to improving and supporting classroom instruction in schools that receive support from the

District's ETO. Transformation Coaches provide support to teachers through coaching cycles (i.e., pre-planning, modeling, observing, and debriefing) to support teachers in effective evidenced-based instructional strategies that improve students' academic performance. Additionally, the Transformation Coach assists and provides support to teachers in the development of rigorous standard-based lessons through effective common planning.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

| |
|---|
| LOU_-_Transformation_Coaches_-_2020-2021_-_fully_signed.pdf |
| <i>Letter of Understanding-Transformation Coaches</i> |
| Document Link |

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?

- Strategic Planning Meetings
- Opening of Schools Coordination meetings
- Principal Rounds
- Bi-Weekly Updates
- Mid-Year Leadership Conference
- Mid-Year reflection meeting
- End of Year Reflection Meeting

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?

- Coaching Logs
- Coaching Calendar
- Monthly Professional Development

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

- Administrative Directors
- Executive Directors
- Instructional Supervisors
- Curriculum Support Specialists

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

Weekly

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

The 4-step problem-solving model involves:

Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do).

Step 2: Identify possible reasons why the desired goal(s) is not being attained.

Step 3: Develop and implement a well-supported plan involving evidence-based strategy to attain the goal(s) (based on data that verified the reasons identified in Step 2).

Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

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? |
|---|---|--|--|--|
| McGraw-Hill English Language Development Assessment | All ELL K-5 Students | Screeners | Oral Language | 2 x A Month |
| i-Ready | All K-8 Students | Screeners, Progress Monitoring, Diagnostic | Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 3 x A Year |
| Read 180 Phonics Inventory | All FSA Level 1 and 2 Students in Grades 6-12 | Screeners, Progress Monitoring, Diagnostic | Phonological Awareness, Phonics, Fluency | 3 x A Year |
| Read 180 Reading Inventory | All FSA Level 1 and 2 for Grades 6-12 | Screeners, Diagnostic | Vocabulary, Comprehension | 3 x A Year |
| District Developed Assessment | All students in grades 6-10 | Progress Monitoring | Vocabulary, Comprehension | Annually |
| Reading Horizons Discovery Progress Monitoring Assessment | Reading Horizons Discovery Progress Monitoring Assessment | Progress Monitoring | Phonological Awareness, Phonics | 2 x A Month |
| Reading Horizons Elevate Progress Monitoring Assessment | All Tier 2 & Tier 3 Students in Grades 4-5 | Progress Monitoring | Phonics, Vocabulary, Comprehension | 2 x A Month |
| McGraw-Hill Progress Monitoring Assessment | K-5 | Formative Assessment | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 2 x A Month |
| FSA | 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?

The following District departments are responsible for providing plan implementation oversight, support, and follow-up:

- Division of Academics
- Department of English Language Arts-Elementary
- Department of English Language Arts-Secondary
- Division of Academic Support
- Office of Exceptional Student Education
- Department of Bilingual Education and World Languages

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

The District provides Instructional Reviews/Rounds visits to school sites with emphasis on classroom instruction, data, and the School Improvement Plan. The team that visits the school sites is comprised of content experts who use the Framework of Effective Instruction and Florida's Reading Formula for Reading Success as a tool to guide their visit as well as provide feedback to the school site. During the feedback portion of the visit, the team discusses with the school site administrative team and additional key curriculum personnel their findings. Data reports that are generated from i-Ready, in-program intervention assessments that measure foundational skills, FAIR, Mid-Year Assessment from Performance Matters/Power BI are shared and discussed as well as shifts in instructional support and/or practices.

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

Teachers will receive training on a newly developed Differentiated Instruction template that includes student criteria and provides learning acceleration options for each student tier on a daily basis. The monthly ICADS/Academies will provide training and guidance to teachers on utilizing the DI template in conjunction with formative assessment data to differentiate reading instruction. Additionally, teachers will be provided with interactive activities to analyze and interpret the data to make instructional decisions.

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

The ELA Department works alongside with the Social Sciences and Science Departments to infuse Cross-Curricular connections into our instructional plans. The instructional materials used include text selections that go across content areas. In addition, the text ratio within the adopted instructional materials provides a good balance of literary and informational text.

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

The District monitors the weekly/bi-weekly progress monitoring data of the schools very diligently through Performance Matters/Power BI. When a school is demonstrating a decline in performance, the district reaches out to the school site's administrative team to discuss the decrease and usually an Instructional Review/Round will be scheduled to better assist the school site. Instructional support is usually given to the school site, but if they are receiving support then instructional decisions are made or shifted to help support the school site. Data drives the conversation and instructional decisions are made in collaboration with the school site, region and district to assist the school to meet the needs of the students.

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level; and
- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

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

The district plan will be shared with all stakeholders on a monthly basis to evaluate the effectiveness of the K-12 Reading plan at each school site using a K-12 classroom walkthrough tool. Classroom walkthroughs provide the district with input from teachers, literacy coaches, and administrators' regarding the implementation of the K-12 Reading plan. Once feedback is provided, the district adjusts the Comprehensive Evidence-Based Reading Plan to ensure consistency and fidelity to the suggestions. Learning acceleration options will be available within a new Differentiated Instruction template to assist teachers in mitigating learning loss, increase literacy outcomes, and boost 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?

Administrators and coaches conduct data chats minimally three times per year. Data chats are led by the reading leadership team with teachers and grade levels, and then with students. Data obtained from PowerBI, internal data dashboard is utilized to monitor the collection of data by instructional tier to determine intervention and support needs of students.

Who at the district level supports effective implementation?

The following District departments are responsible for providing plan implementation oversight, support, and follow-up:

- Division of Academics
- Department of English Language Arts-Elementary
- Department of English Language Arts-Secondary
- Division of Academic Support
- Office of Exceptional Student Education
- Department of Bilingual Education and World Languages

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

The District monitors the implementation of the school-level reading plan very diligently through the data obtained from the core and intervention progress monitoring assessment data. When a school is demonstrating a decline in performance, the district reaches out to the school site's administrative team to discuss the decrease and usually an Instructional Review/Round will be scheduled to better assist the school site. Instructional support is usually given to the school site, but if they are receiving support then instructional decisions are made or shifted to help support the school site. Data drives the conversation and instructional decisions are made in collaboration with the school site, region, and district to assist the school to meet the needs of the students.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

All administrators have access to teacher and student reading data gathered from formative and diagnostic assessments. Observational data gathered by school site administrators is shared with the teacher within a day of the walkthrough.

Who at the district level supports effective implementation?

The following District departments are responsible for providing plan implementation oversight, support, and follow-up:

- Division of Academics
- Department of English Language Arts-Elementary

- Department of English Language Arts-Secondary
- Division of Academic Support
- Office of Exceptional Student Education
- Department of Bilingual Education and World Languages

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

Observational data based on Florida's Formula for Reading Success is shared with the teacher within the day of the walkthrough. Action/support plans are created with the teacher based on the areas observed to provide further guidance and support.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Administrators and coaches conduct data chats minimally three times per year based on the data collected. Data chats are led by the reading leadership team with teachers and grade levels, and then with students. The data collected will determine student placement into Tier 2 and/or Tier 3 intervention or additional support required for students.

Who at the district level supports effective implementation?

The following District departments are responsible for providing plan implementation oversight, support, and follow-up:

- Division of Academics
- Department of English Language Arts-Elementary
- Department of English Language Arts-Secondary
- Division of Academic Support
- Office of Exceptional Student Education
- Department of Bilingual Education and World Languages

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

In-program progress monitoring assessments are analyzed by school, teacher, and student to identify areas in need of improvement for effective implementation. District and Region offices review grade-level trend data by standard and offer support based on the areas of deficiency.

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.

The Summer Reading Camp programs are research-based, strategic, comprehensive intervention programs that support a range of reading experiences. The program directly engages students in their progressive development of the reading and comprehension skills described throughout the Language Arts Florida Standards. Students will master essential foundational skills, vocabulary skills, and comprehension strategies to comprehend complex text, and apply the strategies to read a wide range of authentic texts. The resources being utilized meet the ESSA rating criteria of "moderate evidence" by employing evidence-based practices from IES guide listed below and are fully aligned to state standards.

IES "Improving Reading Comprehension in Kindergarten Through 3rd Grade" practice guide below.

file:///C:/Users/230279/Desktop/Evidence%20Based/readingcomp_pg_092810.pdf

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

Will the district implement this option?

Yes

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

Yes, summer reading camps will be provided to rising Kindergarten through rising 5th grade students including third grade students who did not meet the criteria for retention who demonstrated a reading deficiency using district and state assessment data. The Exploring Reading, Targeted Phonics, and Building Vocabulary programs developed by Teacher Created Materials are designed to bridge the gap between struggling and proficient readers through focused instruction of foundational and vocabulary skills, key literacy skills and comprehension strategies. The resources being utilized meet the ESSA rating criteria of "moderate evidence" by employing evidence-based practices from IES guide listed below and are fully aligned to state standards.

IES "Improving Reading Comprehension in Kindergarten Through 3rd Grade" practice guide below.

file:///C:/Users/230279/Desktop/Evidence%20Based/readingcomp_pg_092810.pdf

Notes:

In the absence of FSA data, the district utilized i-Ready AP3 data to denote the number of students demonstrate a substantial reading deficiency.

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.)

2,082

Students who demonstrate a reading deficiency in grades K-2

3,198

Students who score Level 1 in grades 4-5

3,863

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.)

61%

Students who demonstrate a reading deficiency in grades K-2

38%

Students who score Level 1 in grades 4-5

55%

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.

After students take the i-Ready Diagnostic assessment at the beginning of the school year, schools review the data to identify students with substantial deficiency in reading. Based on the i-Ready Diagnostic Results Student Report Summary parents are provided with a description and explanation of the student's strengths and weaknesses. As a result, an intervention parent letter and a Read-at-Home plan for each student is sent to parents with the first grading period report card. In addition, the B.E.S.T. sample texts by standard for grades K-2 have been purchased for teachers to utilizing in the classroom as Read Alouds for students. Lastly, a District created website is available to all stakeholders that include digital access to eBook platforms and literacy activities.

Who at the district is responsible for monitoring this requirement?

The Office of Academics and Transformation is responsible for monitoring this requirement.

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?

District staff and school-site administrators monitor the implementation of whole group instruction utilizing the McGraw-Hill Wonders program via classroom walkthroughs, informal/formal observations, and student work folders. The effectiveness of the frameworks is measured by the results of the weekly/bi-weekly standards-based formative assessments.

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

The Department of English Language Arts, Bilingual Education, Exceptional Student Education, and the Education Transformation Office are responsible for supporting and monitoring Florida's Formula for Reading Success.

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 Division of Academics supports and monitors the implementation of content area texts by incorporating the selections as part of the curriculum-pacing guides by grade-level across all subject areas and increasing opportunities for shared and independent reading. Supplemental digital resources are used to increase students' background knowledge via articles, writing prompts, and current events.

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

All of the academic departments are responsible for supporting and monitoring the implementation of text selections that increase students' background knowledge in literacy skills across the content areas.

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

How does the district support and monitor implementation?

District staff and school-site administrators monitor the implementation of small group differentiated instruction daily via classroom walkthroughs, informal/formal observations, and student work folders.

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

The Department of English Language Arts, Bilingual Education, Exceptional Student Education, and the Education Transformation Office are responsible for supporting and monitoring the implementation of small group differentiated instruction in order to meet individual student needs.

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.

M-DCPS will align the K-12 reading instruction with Florida's Revised Formula for Success by updating our assessment/decision trees to address the new formula. Professional development will be provided to all stakeholders on the new components of the revised formula to ensure all students are enrolled in the appropriate course codes for intervention. The in-program progress monitoring tools will be used to monitor the effectiveness of the revised formula for success.

How does the district support and monitor implementation?

The district will support and monitor implementation of Florida's Revised Formula for Success by reviewing master schedules, analyzing progress monitoring data for each tier of instruction, develop walkthrough form that incorporates the revised Formula for Success for accurate monitoring, and provide professional development and support as needed.

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

The following District departments are responsible for providing plan implementation oversight, support, and follow-up:

- Division of Academics
- Department of English Language Arts-Elementary
- Department of English Language Arts-Secondary
- Division of Academic Support
- Office of Exceptional Student Education
- Department of Bilingual Education and World Languages

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:

| |
|--|
| 21-22_CERP_K-5_Decision_Trees.pdf |
| <i>K-5 Decision Trees</i> |
| Document Link |
| 21-22_CERP_-_Secondary_6-12_Decision_Trees.pdf |
| <i>6-12 Decision Trees</i> |
| Document Link |

Identification of Students with a Substantial Reading Deficiency

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

The district identifies students with a substantial deficiency in reading for grades K-5 if they have been retained, scored two or more grade levels below on the iReady Diagnostic, score at or below the 39th percentile on the SAT-10, or score an achievement level 1 on the FSA ELA assessment.

The district identifies students with a substantial deficiency in reading for grades 6-8 if they score FSA ELA Level 1 low scale score, levels K-3 on the iReady Phonics Placement, score two or more grade levels below on i-Ready, or a Lexile score of less than 600, and on the Read 180 Phonics Inventory a level of predecoder, beginning decoder, and developing decoder.

The district identifies students with a substantial deficiency in reading for grades 9-12 if they score FSA ELA Level 1 low scale score, FAIR highest RCT & WRT score is less than or equal to 30th percentile, or a Lexile score of less than 600, and on the Read 180 Phonics Inventory a level of predecoder, beginning decoder, and developing decoder.

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?

If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

Yes

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.

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

Schools identified as one of the 300 lowest-performing (L300) elementary schools will provide an additional hour per day of intensive reading instruction for students in the school. L300 schools will extend the school day by offering an additional hour of reading intervention/enrichment to all students. This requirement will be embedded in the school day and will provide students targeted instruction by highly effective reading teachers in order to increase their reading proficiency. In order to facilitate the extra hour of reading instruction, the school day will be extended by sixty minutes. An instructional framework has been designed to provide intervention and/or enrichment lessons.

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

The additional hour of reading instruction is provided by teachers and reading specialists that are endorsed or certified in reading and have achieved high levels of academic success based on the data indicator under the teacher evaluation performance rating. In addition to certified teachers, interventionists have been hired to provide additional support. All teachers and interventionists have been trained on the research-based program being utilized during the additional hour of instruction. Teachers providing interventions are highly effective as determined by the teacher's performance evaluation. Reading teachers and specialists are monitored throughout the year to ensure high quality instruction is provided to all students during the additional hour. Administrators review student data across all tiers of instruction on a bi-weekly/quarterly basis to monitor effectiveness of intensive reading instruction during the additional hour.

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.

Differentiated instruction is utilized to tailor reading instruction to students' individual needs. Throughout the year various data points including Ready Toolbox, i-Ready Teacher Assigned Lessons, i-Ready Growth Monitoring, and i-Ready Diagnostic Assessment are used to place and adjust students into differentiated groups during the additional hour of reading instruction.

The research-based reading programs (i.e., McGraw-Hill) utilized incorporate explicit, systematic, and multi-sensory based instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension strategies. Based on student data, students are grouped by the needs of phonemic awareness, phonics, fluency or vocabulary and comprehension. Progress monitoring is frequent to ensure fidelity to the program. Multi-sensory strategies are incorporated during reading instruction. Teachers utilize visuals with Interactive White Boards to guide students through the text, audio to introduce lessons and vocabulary, along with the use of tactile manipulatives to teach phonics lessons.

The research-based reading programs used for intensive reading instruction (i.e., Reading Horizons) in the additional hour include content area reading across all subjects and provide opportunities for students to respond to reading in writing across texts for grades K-5. The instructional frameworks include the integration of social studies, science, and mathematics text reading to build content and background knowledge.