Dixie District Schools

2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

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

Contact	Name, Title, Email, Phone
Reading Curriculum	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6338
Summer Reading Camp	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6338
300 Lowest-Performing Elementary Schools	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6338
Third Grade Promotion	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6338
Elementary English Language Arts (ELA)	Tillis, Karen Elementary Principal karentillis@dixie.k12.fl.us 352541-6253
Elementary English Language Arts (ELA)	McCaskill, Kristen Elementary Principal kristenmccaskill@dixie.k12.fl.us 352-541-6251
Elementary English Language Arts (ELA)	Rains, Gail Literacy Coach gailrains@dixie.k12.fl.us 352-541-6253
Elementary English Language Arts (ELA)	St. Laurent, Aimee Literacy Coach aimeestlaurent@dixie.k12.fl.us 352-541-6251
Secondary ELA	Locke, Diana Assistant Principal/Instructional Leader dianalocke@dixie.k12.fl.us 352-541-6252
Secondary ELA	Bennett, Paul Principal paulbennett@dixie.k12.fl.us 352-541-6252
Secondary ELA	Geiger, Gina Assistant Principal/Reading Department Lead ginageiger@dixie.k12.fl.us 352-541-6254
Reading Endorsement	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6338
Professional Development	Ganus, Karen Director of Elementary and Secondary Education karenganus@dixie.k12.fl.us 352-541-6231

Contact	Name, Title, Email, Phone
Assessment	Anguish, Monica MIS and Testing Coordinator monicaanguish@dixie.k12.fl.us 352-541-6231
Data Element	Anguish, Monica MIS/Testing Coordinator monicaanguish@dixie.k12.fl.us 352-541-6231
Elementary English Language Arts (ELA)	Ganus, Karen Director of Elementary and Secondary Education karenganus@dixie.k12.fl.us 352-541-6231
Secondary ELA	Ganus, Karen Director of Elementary and Secondary Education karenganus@dixie.k12.fl.us 352-541-6231
Elementary English Language Arts (ELA)	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6338
Secondary ELA	Lee, Tracy Director of Curriculum tracylee@dixie.k12.fl.us 352-541-6338
Secondary ELA	Kight, April Literacy Coach aprilkight@dixie.k12.fl.us 352-541-6254
Secondary ELA	Lord, Chasity Assistant Principal chasitylord@dixie.k12.fl.us 352-541-6254
Secondary ELA	Martin, Jamie Principal jamiemartin@dixie.k12.fl.us 352-541-6254
Reading Endorsement	Ganus, Karen Director of Elementary and Secondary Education karenganus@dixie.k12.fl.us 352-541-6250
Elementary English Language Arts (ELA)	Mills, Alexa Director of ESE and Student Services alexamills@dixie.k12.fl.us 352-541-6250
Secondary ELA	Mills, Alexa Director of ESE and Student Services alexamills@dixie.k12.fl.us 352-541-6250

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.

Literacy Leadership teams contributed to the contents of the CERP. Once the CERP is finalized then approved by JRF and the School Board, the final contents will be shared with school administrators and literacy coaches. Principals/coaches will then share the contents with school based reading leadership teams, classroom instructors, and support staff (as needed). The contents of the CERP will be relayed to parents via School Advisory Council meetings. The CERP will also be available on the district website for public viewing.

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 67%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 70%

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

-Offer VPK roundup
-Provide VPK for the full day at no additional cost
-Use state approved curriculum
-Purchase Learning Dynamics reading kits & provide professional development on them
-Provide professional development in foundational reading skills
-Use certified teachers in all classes
-Maintain low teacher:student ratio

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	14	25	38	20	4	10	20	40	25	5
4	13	29	34	20	5	10	20	40	25	5
5	20	29	31	18	4	15	25	35	20	5
6	16	30	34	14	6	10	25	38	21	6
7	33	25	26	13	3	20	20	35	20	5
8	25	32	19	18	6	20	25	29	20	6
9	19	21	32	21	7	15	15	35	26	9
10	22	27	26	14	10	15	23	30	20	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%).

For each grade, K-8, increase the percentage of students currently scoring at or above grade level on i-Ready by 5% for the year as follows:
K - from 62% 2021 to 67% 2022
1 - from 39% 2021 to 44% 2022
2 - from 56% 2021 to 61% 2022
3 - from 73% 2021 to 78% 2022
4 - from 42% 2021 to 47% 2022
5 - from 48% 2021 to 53% 2022
6 - from 37% 2021 to 42% 2022
7 - from 38% 2021 to 43% 2022
8 - from 37% 2021 to 42% 2022

For each grade, 9-10, increase the percentage of students currently scoring at or above grade level on APM by 5% for the year as follows:
9 - from 46% 2021 to 51% 2022
10 - from 39% 2021 to 44% 2022

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.

Our district prioritized approximately 70% of our reading allocation funds to fully support K-3 students identified with a substantial deficiency in reading as follows:
-funding literacy coaches at both elementary schools ($110,000)
-setting aside money for elementary supplemental materials to meet the needs of students with substantial reading deficiencies ($6,000)
-providing funding for PD for elementary teachers who provide reading interventions ($9,796)
-refunding teachers for costs associated with earning reading endorsement as required to serve tier 3 reading
intervention ($2,500)
-Summer Reading Camp for 3rd grade ($10,000)

School Literacy Leadership Teams

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

The School Literacy Leadership Team requirement was communicated to principals during a director/principal meeting, as well as during CERP planning meetings.It will be communicated to principals at another director/principal meeting when the final CERP is distributed and discussed.

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

Tracy Lee - Director of Curriculum

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

Tracy Lee - Director of Curriculum

Professional Development

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

- ◦ Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;

- ◦ Differentiate and intensify professional development for teachers based on progress monitoring data;

- ◦ Identify mentor teachers and establish model classrooms within the school; and

- ◦ Ensure that time is provided for teachers to meet weekly for professional development.

The following professional development will be provided by the district and/or schools:
-We will offer the 40 hour course Exploring Structured Literacy via the BESE PDA portal, which satisfies 40 in-service hours of professional learning related to the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies as required per F.S. 1012.585(3). Dixie District Schools will provide an in house, qualified, trained instructor to facilitate this course for teachers within our district.
-We will work with our Regional Literacy Director to provide professional learning in phonics for early and late elementary.
-We will ensure the master schedules of schools reflect common planning time, allowing teachers to meet weekly for professional learning provided by the literacy coach. The weekly professional development will be reflective of school needs, including those based on progress monitoring data. As part of the prescribed follow-up to need based training, teachers and coaches may be required to visit/observe established model classrooms within the school.
-Mentor teachers will be partnered to provide guidance, motivation, and emotional support to new and/or struggling teachers on an as needed basis.

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?

Professional development requirements were communicated to principals during a director/principal meeting, as well as during CERP planning meetings. They will be communicated to principals again during a director/principal meeting when the final CERP is distributed and discussed.

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

Tracy Lee - Director of Curriculum
Karen Ganus - Director of Elementary and Secondary Education

Charter Schools

Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?

Yes

Literacy Coaches

Literacy Coaches - Part A
If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

At this time both elementary schools and the middle school have on site, qualified, full time literacy coaches. Our high school literacy coach transitioned to a new job within the district. The high school assistant principal, who is a former reading endorsed literacy coach, plans to fulfill the role of part-time literacy coach in the fall of 2021.

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?

Requirements of the Just Read, Florida! Coaching Model were communicated to principals during a director/principal meeting, as well as during CERP planning meetings. They will also be communicated to principals during another director/principal meeting when the final CERP, including a copy of the JRF! Coaching Model, will be distributed and discussed.

How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?

The district supports literacy coaches with prioritizing high impact activities by:
-ensuring school principals are aware of the expectations for literacy coaches per the JRF! Coaching Model
-ensuring schools establish common planning time within grade levels and/or departments, allowing ample time for literacy coaches to meet with, coach, and provide PD based on need
-implementing quarterly literacy coach cadre meetings with the Director of Curriculum

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

Tracy Lee - Director of Curriculum

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

Coaching time, tasks, and impact data are discussed and reviewed during monthly data meetings with the district, as well as during quarterly literacy coach cadre meetings with the Director of Curriculum.

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

Concerns regarding coaching time and tasks will be addressed during monthly data meetings with the district. If data indicates a need the superintendent, directors, principal and literacy coach will work through the 5 step problem solving process regarding coaching time and tasks to generate possible solutions and action steps.

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?
Oral Reading Fluency (ORF)	Students scoring level 1 or 2 on FSA and those scoring red or yellow on i-Ready diagnostic 1	Screener, Progress Monitoring	Fluency	Monthly, 3 x A Year
i-Ready	K - 8 students district wide	Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
i-Ready standards mastery assessments	All students grades 2 - 8	Progress Monitoring, Summative	Vocabulary, Comprehension	Monthly
STAR Reading	Students grades 8 - 12	Progress Monitoring	Vocabulary, Comprehension	3 x A Year
FLKRS	Incoming kindergarten students	Screener	Phonological Awareness, Phonics, Fluency, Vocabulary	Annually
Adopted ELA/ Reading curriculum weekly or bi-weekly assessments	Students K - 12	Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
Adopted ELA/ Reading curriculum unit assessments	Students K - 12	Summative	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly, Quarterly
ESGI	K-2 ELA students	Progress Monitoring, Formative Assessment, Diagnostic, Summative	Phonological Awareness, Phonics, Fluency	2 x A Month, Monthly
FSA	Students grades 3 - 10, and students grades 11 - 12 (retakes)	Summative	Vocabulary, Comprehension	Annually
IOWA	Students grades 1 - 2	Summative	Phonological Awareness, Phonics, Vocabulary, Comprehension	Annually
Kindergarten Language Screening Test (KLST)	incoming kindergarteners demonstrating a need as determined by the problem solving team based on FLKRS data, i-Ready data, and/or teacher observation	Screener	Oral Language	Annually
APM	Students grades 3 - 10	Progress Monitoring	Vocabulary, Comprehension	3 x A Year

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?

Tracy Lee - Director of Curriculum

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

Processes in place ensuring all instruction in foundational reading skills is systematic and explicit and evidence-based include:
-offering PD on foundational reading skills that is systematic and explicit
-ensuring instructional materials and/or strategies included on school based intervention decision trees is evidence-based
-ELA/reading walkthroughs
-principals will review lesson plans quarterly
-regular PD opportunities via the school based coach

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

Processes in place for ensuring that formative assessment data is used to differentiate reading instruction include:
-creating and offering professional development on intervention decision trees
-monthly district data meetings
-ELA/reading walkthroughs
-principals will review lesson plans quarterly
-coaches will meet with teachers in regular PLC meetings to discuss data and differentiating instruction based on data
-master scheduling will take into account formative assessment data with a focus on differentiation in reading instruction

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

Steps taken to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding include:
-the use of DBQ's in secondary
-the implementation of Scholastic News magazines in elementary
-the purchase and use of books from the Civics Literacy Booklist in SS classes
-the implementation of AVID strategies school wide at high school level
-the use of state adopted curriculum

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

If the CERP is not being implemented to meet the needs of students concerns will be communicated to principals and coaches during monthly data meetings or principal meetings with the superintendent and district directors.

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.

District-level monitoring of plan implementation is completed as part of the meeting(s) for writing the new CERP for the upcoming school year. It includes input from teachers, literacy coaches and administrators at the school level. We discuss the prior year CERP, identify elements in need of improvement and possible strategies intended to contribute to increased literacy outcomes for students.

Self Reflection Tool

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

The district must use the evlauation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

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?

There will be a mandatory training at each school on the contents of the CERP at the beginning of the school year, ensuring staff members are aware of the requirements, including the weekly reading walkthrough requirement.

Principals will monitor collection and utilization of assessment data, including progress monitoring data, by participating in Problem Solving Team (PST) meetings. PST meetings typically involve the principal, literacy coach, guidance counselor, and teacher(s). The team analyzes assessment and performance data and determines intervention and support needs of students, such as:
-place student in an RTI tier
-reduce or intensify student RTI tier
-change intervention as needed based on data

Who at the district level supports effective implementation?

Alexa Mills - Director of ESE and Student Services
Tracy Lee - Director of Curriculum

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

We utilize the 6 step problem solving process to identify areas in need of improvement to ensure effective implementation.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

To ensure effective implementation of weekly reading walkthroughs:
-principals were informed of the requirement at a principal/director meeting, during CERP planning meetings, and will be reminded once again during a director/principal meeting after the final reading plan have been approved
-principals/coaches will document this via walkthrough forms
- this will be discussed during coaches cadre meetings

Who at the district level supports effective implementation?

Tracy Lee - Director of Curriculum

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

To identify areas in need of improvement for effective implementation we will discuss how this is going at principal/director leadership meetings and coaches cadre meetings, as well as occasionally do walkthrough documentation checks.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

To ensure data is being used to determine interventions effectively:
-principals are informed of the requirement at a principal/director meeting, during CERP planning meetings, and will be reminded once again during a director/principal meeting after the reading plan has been approved
-schools are required to complete their own intervention decision trees documenting their data based intervention placement process
-schools are required to build their master schedules around interventions
-schools are provided the opportunity to have FDLRS assist with inclusive scheduling
-schools have push in teachers and/or paraprofessionals whose schedules are determined based on student intervention needs
- this will be discussed during coaches cadre meetings

Who at the district level supports effective implementation?

Tracy Lee - Director of Curriculum
Alexa Mills - Director of ESE and Student Services

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

To identify areas in need of improvement for effective implementation of data determined interventions we will discuss how this is going at principal/director leadership meetings, coaches cadre meetings, and guidance meetings.

Summer Reading Camp

Reading Camp - Part A
For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;

- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

All grade 3 students who score a level 1 on FSA ELA will receive a written notification to attend Summer Reading Camp with a highly effective teacher endorsed or certified in reading. Materials to be used that are evidence-based and offer explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension include:
i-Ready - promising evidence
https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact
Curriculum Associates Florida Ready books
https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-Ready-meets-ESSA-Federal-Funding-Requirements.aspx
Curriculum Associates CARS and STARS
https://www.curriculumassociates.com/-/media/mainsite/files/additional-products/cars-stars-efficacy-study-educational-research-institute-of-america-2010.pdf
Quick Reads - strong evidence
https://www.evidenceforessa.org/programs/reading
Raz-Plus - strong evidence
https://www.evidenceforessa.org/programs/reading?page=1

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

Will the district implement this option?

No

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

N/A

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.)
20

Students who demonstrate a reading deficiency in grades K-2
0

Students who score Level 1 in grades 4-5
0

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.)
10%

Students who demonstrate a reading deficiency in grades K-2
0%

Students who score Level 1 in grades 4-5
0%

Parent Support through a Read-At-Home Plan

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

Parents of all students in grades K-3 identified as having a substantial deficiency in reading are provided a read-at-home plan at their initial Tier 3 RTI meeting each school year. Targeted at parents/guardians, this plan contains information about the 5 key concepts of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension., as well as many free online resources for helping children master these key concepts.

Literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home include:
-Our local public library, which offers a summer reading program that includes story time and crafts, as well as ebook and audiobook rentals.
-Newsletters targeted at elementary, middle, and high school students with resources to support literacy activities and reading at home

Who at the district is responsible for monitoring this requirement?

Tracy Lee - Director of Curriculum
Alexa Mills - Director of Students Services and ESE

Assessment, Curriculum, and Instruction

Requirements - Part A
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

The district supports and monitors implementation of whole group instruction utilizing an evidence-based sequence of reading instruction in the following ways:
-professional learning on CERP requirements
-monitor lesson plans
-weekly reading walkthroughs

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

Tracy Lee - Director of Curriculum
Karen Ganus - Director of Elementary and Secondary Education

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

The district supports and monitors implementation of using texts to increase students' background knowledge and literacy skills in social studies, science, and the arts by requiring the implementation of current, state adopted ELA materials K - 12 that meet this requirement.

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

Tracy Lee - Director of Curriculum

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

How does the district support and monitor implementation?

The district supports and monitors implementation of small group differentiated instruction to meet individual students needs in the following ways:
-professional learning on CERP requirements
-monitor lesson plans
-weekly reading walkthroughs

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

Tracy Lee - Director of Curriculum

Florida's Revised Formula For Success - Part B
K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;

- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and

- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

The district will align K - 12 reading instruction with Florida's Revised Formula for Success in the following ways:
-professional development on CERP requirements
-ensure schools have screening, progress monitoring/formative, diagnostic and summative assessment selections
-assist schools in purchasing rigorous, state adopted curriculum to ensure core instruction is standards aligned, offers differentiation and scaffolding opportunities, builds background and content knowledge through both reading and writing opportunities, and incorporates the principles of UDL
-work with schools to develop and implement Tier 2 and Tier 3 interventions using evidence based instructional resources and/or strategies

How does the district support and monitor implementation?

The district supports and monitors implementation by offering professional development on CERP requirements, working with schools to purchase necessary assessment and curriculum sources that

might exceed their budgetary allowances, through monthly principal/director meetings and quarterly coaching cadre meetings.

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

Tracy Lee - Director of Curriculum
Alexa Mills - Director of ESE and Student Services
Karen Ganus - Director of Elementary and Secondary Education
Tonya Howell - Assistant Superintendent of Finance and Business Services

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_intervention_decision_tree_grades_K_-_4_AES_OTES.pdf
Dixie CERP Assessment Curriculum Decision Tree Grades K-4
[Document Link](#)
21-22_CERP_intervention_decision_tree_grades_5_-_7_RRMS.pdf
Dixie CERP Assessment Curriculum Decision Tree Grades 5-7
[Document Link](#)
21-22_CERP_intervention_decision_tree_grade_8_DCHS.pdf
Dixie CERP Assessment Curriculum Decision Tree Grade 8
[Document Link](#)
21-22_CERP_intervention_decision_treegrades__9_-_12_DCHS.pdf
Dixie CERP Assessment Curriculum Decision Tree Grades 9-12
[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 school based Problem Solving Team meets to review available student data and determine if there is sufficient data evidence to indicate whether the student needs intervention, what level of intervention (Tier 2 or Tier 3), and whether the student meets the (above mentioned) criteria to be identified as having a substantial deficiency in reading.

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?
If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

No

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

N/A

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

N/A

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:
- ◦ differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;

- ◦ explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and

- ◦ integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

N/A