

Flagler Schools



2021-22 Reading Plan

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals	3
Budget	6
School Literacy Leadership Teams	7
Professional Development	8
Charter Schools	8
Literacy Coaches	9
District-Level Monitoring of Plan Implementation	12
School-Level Monitoring of Plan Implementation	15
Summer Reading Camp	17
Parent Support through a Read-At-Home Plan	19
Assessment, Curriculum, and Instruction	20
Identification of Students with a Substantial Reading Deficiency	25

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	Moore, LaShakia Director of Teaching and Learning moorel@flaglerschools.com 386-437-7526, ext. 1110
Elementary English Language Arts (ELA)	Robinson, Kimberly Teaching & Learning Specialist robinsonk03@flaglerschools.com 386-437-7526 x 1277
Secondary ELA	Bossardet, Missy Teaching & Learning Specialist bossardetm@flaglerschools.com 386-437-7526 x1315
Assessment	Stefancik, Christopher Coordinator of Assessment & Accountability stefancikc@flaglerschools.com 386-437-7526 x1114
Reading Endorsement	Moore, LaShakia Director of Teaching and Learning moorel@flaglerschools.com 386-437-7526, ext. 1110
Reading Curriculum	Moore, LaShakia Director of Teaching and Learning moorel@flaglerschools.com 386-437-7526, ext. 1110
Professional Development	Moore, LaShakia Director of Teaching and Learning moorel@flaglerschools.com 386-437-7526, ext. 1110
Summer Reading Camp	Robinson, Kimberly Teaching and Learning Specialist robinsonk03@flaglerschools.com 386-437-7526
Third Grade Promotion	Robinson, Kimberly Teaching and Learning Specialist robinsonk03@flaglerschools.com 386-437-7526
Data Element	Stefancik, Christopher Coordinator of Assessment & Accountability stefancikc@flaglerschools.com 386-437-7526, x 1114
300 Lowest-Performing Elementary Schools	Moore, LaShakia Director of Teaching and Learning moorel@flaglerschools.com 386-437-7526, ext. 1110

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 will communicate the contents of the Comprehensive Evidence-Based Reading Plan through the use of professional learning opportunities, weekly coaches meetings, monthly principal

meetings, literacy leadership team meetings, grade level planning, PLCs, parent nights and the schools' and district websites.

The Director of Teaching & Learning will meet with principals monthly and teaching and learning specialists weekly.

The teaching and learning specialists will conduct weekly check-ins with coaches, monthly meetings with coaches, attend literacy leadership team meetings regularly and attend school-based grade level PLCs on a regular basis.

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 55%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 56%

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

Provide vertical progression/kindergarten expectations training to pre-k teachers.

After school tutoring programs are available for kindergarten students.

I-Ready and ESGI

Coaches provide Foundations letter formation and sound ID patterns training to pre-k teachers to build consistency between pre-k and kindergarten.

Coaches meet weekly with pre-k teachers to provide support with planning and instructional practices. Kindergarten teachers have been trained on B.E.S.T. standards.

Pre-k programs use an appropriate curriculum.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	17	24	31	21	7	14	22	32	24	8
4	22	21	27	23	8	19	20	27	24	10
5	19	22	27	23	9	17	20	29	24	10
6	17	22	26	24	10	15	20	28	26	11
7	25	23	25	18	9	23	21	26	20	10
8	23	23	28	16	11	21	21	27	18	13
9	24	25	24	19	8	22	23	26	20	9
10	21	22	21	21	11	19	21	24	24	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-2, increase the percentage of students currently scoring at or above grade level on iReady by 5% this year from 75% to 80%.

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.

Third grade students who are identified with a reading deficiency are invited to attend Summer Reading Camp.

Teachers in the Title 1 schools participate in the James Patterson Literacy Challenge through the University of

Florida Literacy Institute. Funds are used to buy evidence-based materials for students and teachers.

Teachers who participate in the UFLI JPLC Summer Academy receive a stipend. The Summer Academy focuses

on providing professional learning to improve instructional practice in interventions to students with reading deficiencies and evidence-based reading instruction to all students in K-5. Teachers who teach in grades K-3 are given priority.

School Literacy Leadership Teams

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

Weekly principal meetings with the Director of Teaching and Learning.

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

LaShakia Moore
Kimberly Robinson
Melissa Bossardet

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

LaShakia Moore
Kimberly Robinson
Melissa Bossardet

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.

University of Florida James Patterson Literacy Challenge partnership facilitators will provide professional development for teachers in the integration of phonemic awareness, phonics, word study, spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction.

Teaching & Learning Specialists and literacy coaches will provide professional development to teachers based on I-Ready data and HMH Growth Measure.

Teachers have time to meet weekly for professional development with their grade level or department.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

How are professional development requirements communicated to principals?

The district communicates professional development requirements through weekly principal meetings. The district supports principals by providing training to ensure professional development compliance. Information is shared via emails and weekly online newsletter to administrators.

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

Director of Teaching & Learning
Teaching and Learning Specialists

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.

Each school has a literacy coach on campus. There is a need for a coach at each school based on I-Ready data, STAR Renaissance data and previous FSA scores.

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?

Literacy coach requirements will be reviewed at the beginning of the school year with the principals.

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?

Weekly check in meetings

Monthly coaches meetings

School based literacy leadership team meetings

Professional learning opportunities for coaches, administrators, and teachers

Data chats between administrators, coaches and teachers and data chats between teachers and students.

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

Teaching & Learning Specialists

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

Coaches maintain a coaching log that is shared with their site administration.

I-Ready or HMH Growth Measure data is reviewed quarterly with school leadership teams.

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

The schools implement the Four-Step Problem Solving Process

Define the problem or goal

Analyze the problem and relevant data

Implement an intervention plan

Evaluate the intervention for effectiveness

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

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

Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FLKRS	Kindergarten	Screeners	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
i-Ready	K-8	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
HMH Growth Measure	9-12	Diagnostic	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?

Director of Teaching & Learning
Teaching & Learning Specialists

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

Professional learning provided throughout the school year by coaches, Teaching & Learning specialists, and UFLI
Coaches meetings conducted monthly with Teaching & Learning Specialists
B.E.S.T. standards implementation plan
School based PLCs with coaches
District and school personnel use the What Works Clearinghouse and ERIC to determine if resources are evidence-based

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

Administrative walk-throughs
Data chats between district specialists and school literacy leadership teams
Data chats between literacy leadership teams and teachers

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

Planning with ELA, Science and Social Studies
Adoption of materials that incorporate content area text
Content area teachers attend science of reading professional learning opportunities

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

Coaches meetings
Principal meetings
Literacy leadership team meetings

District-Level Monitoring - Part C

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

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

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

The district leadership team and school-based literacy leadership teams discuss and evaluate the current K-12 Reading Plan implementation throughout the school year. Data is analyzed from various sources including, but not limited to, I-Ready Diagnostics, Growth Monitoring, and HMH Growth Measure. Input from teachers, literacy coaches, and administrators is collected throughout the school year and analyzed by district personnel to determine elements in need of improvement and strategies that would best improve literacy outcomes for students. The district meets with literacy leadership teams to discuss the new plan prior to uploading to the state.

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?

Oversight through regular interactions between the school-based administrators and Teaching & Learning Specialists

Support by the Teaching & Learning Specialists and the Literacy Coaches

Follow-up by the Director of Teaching & Learning and the principals

Who at the district level supports effective implementation?

Director of Teaching and Learning

Teaching & Learning Specialists

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

The Literacy Leadership Team meets after each diagnostic to determine what changes need to occur in the implementation of the reading plan.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Director meets with principals to ensure that weekly walkthroughs are occurring.

Who at the district level supports effective implementation?

LaShakia Moore

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

Weekly meetings between principal and Director of Teaching and Learning

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

District specialists meet with literacy coaches and school administrative teams to ensure data is being used to determine interventions and supports.

School MTSS meetings occur after each diagnostic and as needed.

Who at the district level supports effective implementation?

Director of Teaching and Learning

Teaching & Learning Specialists

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

Data review is conducted after each diagnostic at the school level to determine if teachers are implementing data to drive student interventions and support.

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.

Third grade students who score a Level 1 on the FSA or less than a 535 on the I-Ready Diagnostic 3 will be invited to attend Summer Reading Camp. Students will receive daily small group instruction utilizing evidence-based multisensory reading instruction to address all areas of reading. Teachers will use UFLI Small Group Instruction Strategies, Read Naturally, i-Ready, and Foundations to meet the needs of all learners. All Summer Reading Camp teachers are rated highly effective and reading endorsed/certified.

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.

At this time, we will not offer summer reading camps to students in grades K-2 or 4-5 for the 2021-2022 school year.

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.)

130

Students who demonstrate a reading deficiency in grades K-2

Students who score Level 1 in grades 4-5

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

14%

Students who demonstrate a reading deficiency in grades K-2

%

Students who score Level 1 in grades 4-5

%

Parent Support through a Read-At-Home Plan

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

In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading are provided with written notification of a reading deficiency. Information is included about the FLDOE Just Take 20 for Families and the I-Ready Diagnostic for Families Report. Flagler Schools has a partnership with the University of Florida's Literacy Institute which provides parent literacy webinars. Parents can access the recorded webinars on the district's website.

Who at the district is responsible for monitoring this requirement?

Director of Teaching & Learning
Teaching & Learning Specialists

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?

Teaching & Learning Specialists meet with literacy coaches weekly to discuss school level needs and develop support plans.

Teaching & Learning Specialists attend grade level or department planning meetings, review data quarterly with school teams, and participate in MTSS meetings.

Teaching & Learning Specialists provide professional learning opportunities to teachers and coaches.

Teaching & Learning Specialists provide coaching to teachers.

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

Director of Teaching & Learning

Teaching & Learning Specialists

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 has adopted new ELA instructional materials with content area connected texts at all grade levels.

The new instructional materials meet the 50/50 informational/literary texts requirement.

The new instructional materials meet the 1/3 of the sample book lists requirement.

Classrooms and school libraries have texts from the new B.E.S.T. Standards literature and civics lists.

Teachers received training on the new B.E.S.T. Standards.

Teachers received training on the new instructional materials.

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

Director of Teaching & Learning

Teaching & Learning Specialists

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

How does the district support and monitor implementation?

Teachers are provided on-going, job-embedded training on small group instruction from the University of Florida Literacy Institute (UFLI) throughout the school year and summer.

UFLI and the Teaching & Learning Specialist meets with the school literacy leadership teams to discuss the needs of the teachers and develop a plan.

Teaching & Learning Specialists meet with literacy coaches weekly to discuss school level needs and develop support plans.

Teaching & Learning Specialists attend grade level or department planning meetings, review data quarterly with school teams, and participate in MTSS meetings.

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

Director of Teaching & Learning
Teaching & Learning Specialists

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.

All students will receive a high quality, standards-aligned curriculum that is taught on grade level. Students with disabilities will receive accommodations as outlined in their IEP. All students will receive differentiated instruction that is scaffolded and builds background and content knowledge that is based on the science of reading and incorporates the principles of Universal Design for Learning in a print rich environment. Reading instruction for all students will incorporate writing in response to reading.

In addition to the core curriculum, students who are identified as Tier 2 or Tier 3 (based on FSA ELA data and/or I-Ready or STAR Renaissance data from 2020-21 school year) will receive additional support.

At the elementary level, students who are identified as having learning gaps will receive standards-aligned Tier 2 systematic and explicit instruction that is matched to student need. Instruction is provided in small groups and is led by a teacher using evidence-based materials and strategies that target gaps in learning. Students with disabilities receive accommodations and support as outlined in their IEP. Students who are identified as having a substantial deficiency in reading will receive standards aligned

Tier 3 instruction that is individualized, explicit, and systematic. Instruction will occur in very small groups and is in addition to Tier 1 and Tier 2 instruction. Tier 3 interventions are provided by reading certified or endorsed teachers.

At the secondary level, in addition to core instruction, Tier 2 students will be placed in a pre-identified class that has a support facilitator who will provide small group instruction. The goal is to target gaps in learning and provide multiple opportunities for students to receive feedback and practice skills. Tier 3 students will receive Tier 1 and Tier 2 interventions. In addition, Tier 3 students will receive explicit, systematic and individualized instruction provided by an interventionist.

How does the district support and monitor implementation?

The district will monitor implementation through monthly principal meetings with the Director of Teaching & Learning.

Monthly coaches meetings with Teaching & Learning Specialists.

Professional learning opportunities for coaches and teachers on the science of reading

Opportunities for all teachers to earn a reading endorsement

Monthly MTSS meetings

Quarterly data review with literacy leadership team and district specialists

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

Director of Teaching and Learning

Teaching & Learning Specialists

Assessment/Curriculum Decision Trees - Part C

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-2. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;
- Target audience (grade level);
- Performance criteria used for decision-making for each instrument;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;
- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and
- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format

The following documents were submitted as evidence for this section:

2021-22 _Decision_Tree*.pdf
<i>Decision Tree - Flagler</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.

Students will take the i-Ready Diagnostic three times a year or the HMH Growth Measure two times a year. Students who score three grade levels or below on any diagnostic administration will be identified to receive Tier 3 interventions. Students in Tier 2 interventions will receive progress monitoring using consecutive formative assessments and if a student receiving Tier 2 interventions has a negative trend line they will be identified to receive Tier 3 interventions.

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.

NA

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

NA

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.

NA