

Franklin County 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
Elementary English Language Arts (ELA)	Leach, Jennifer Director of Curriculum & Instruction jleach@franklincountyschools.org 85067028104142
Secondary ELA	Leach, Jennifer Director of Curriculum & Instruction jleach@franklincountyschools.org 850-670-2810 ext 4142
Reading Endorsement	Leach, Jennifer Director of Curriculum & Instruction jleach@franklincountyschools.org 850-670-2810 ext 4142
Main District Reading Contact	Leach, Jennifer Director of Curriculum & Instruction jleach@franklincountyschools.org 850-670-2810 ext 4142
Reading Curriculum	Leach, Jennifer Director of Curriculum & Instruction jleach@franklincountyschools.org 850-670-2810 ext 4142
Professional Development	Leach, Jennifer Director of Curriculum & Instruction jleach@franklincountyschools.org 850-670-2810 ext 4142
Assessment	Herrington, Richie Director of MIS and Assessment rherrington@franklincountyschools.org 8506702810
Data Element	Herrington, Richie Director of MIS and Assessment rherrington@franklincountyschools.org 8506702810
Summer Reading Camp	Leach, Jennifer Director of Curriculum & Instruction jleach@franklincountyschools.org 8506702810 ext 4142
Third Grade Promotion	Leach, Jennifer Director of Curriculum & Instruction jleach@franklincountyschools.org 8506702810 ext 4142
300 Lowest-Performing Elementary Schools	Leach, Jennifer Director of Curriculum & Instruction jleach@franklincountyschools.org 85067028104142

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 CRP will be published on the District website for parents and stakeholders to view. It's contents is communicated to the Administration, the School Leadership Team, and Academic Coaches during

our initial Leadership Team meeting for the school year. The instructional staff will be provided a copy of the CRP at their first ELA PLC meeting of the year, by our Literacy Coach.

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 44%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 74%

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

We are including a Kindergarten bootcamp for our upcoming Kindergarteners during our Summer School session. Instructional walk-throughs are conducted on a monthly basis. Pre-K teachers have all attended the language and vocabulary development training to learn how to build language and vocabulary in the PK classrooms, FCLC VPK is participating in the STAR pilot program to have additional progress monitoring to assist in identifying student's strengths and weaknesses. The VPK team meets weekly to discuss classroom strategies that are increasing student's progress, identify specific strengths and weaknesses, etc.

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	37	29	22	10	2	21	34	28	12	5
4	46	18	26	9	1	32	23	31	11	3
5	24	39	21	13	4	10	42	27	15	6
6	38	29	24	8	1	26	31	30	10	3
7	42	23	19	11	4	28	28	25	13	6
8	47	21	20	10	3	30	27	26	12	5
9	41	23	25	12	0	23	29	31	14	3
10	36	21	27	13	4	19	27	33	15	6

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%).

We will increase our proficiency rate for K-2, in each grade level, by at least 5%. This will be reflected in both our STAR Early Literacy scores and our i-Ready scores.

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.

Though our reading coach is K-12, the majority of her time and attention is in the Elementary school. Specifically, she will monitor the implementation of our new curriculum and support our new K-3 teachers to build their capacity.

School Literacy Leadership Teams

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

It is communicated to Administration at the first School Leadership Team meeting. Facilitation of the LLT is included in the Literacy Coach job description.

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

Director of Curriculum & Instruction

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

Director of Curriculum & Instruction

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.

All Elementary and Secondary ELA teachers are required to have Reading Endorsement or Reading Certification. Teachers are also trained to use their literacy skill building curriculum rather it be the phonics program or intervention programs.

All grade-level groups will have a data-focused PLC meeting to determine student placement for interventions. Those teachers who are identified as struggling in any one area will have PD for that area. We are conducting literacy walkthroughs that will also identify weaknesses.

We have identified three mentor teachers who will have model classrooms used for training purposes. These are veteran teachers who successfully conduct small group interventions, while maintaining and supporting their Tier one and two students.

PLCs will meet weekly. Not only will they address student data and teaching strategies during this time, but their PD needs will be met during the same time slot.

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?

A needs assessment survey has been sent to all teachers for a baseline of requested professional development. We have analyzed walkthrough data to determine what areas of weakness needs to be addressed with which teachers. The results of both will be shared with the admin team and will be a guide for the creation of our school year Professional Development calendar.

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

Director of Curriculum and Instruction

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.

Our district has only one K-12 school and one K-8 charter school. Our coach is assigned to the K-12 school which has historically been a C school. Our charter school has been an A school.

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?

Principals are made aware of the coaching model at the first school-based Leadership Team 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?

Job descriptions have been revised to ensure the protected time of Literacy coaches. Coaches are helping to facilitate the data-focused PLCs and the actions with interventions as a result of that data. Coaches will conduct standards-based, data-based lesson planning PD and provide follow up support for each teacher. Coaches will facilitate other PD based on the school's PD calendar. Coaches will provide modeling, co-teaching and coaching cycles.

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

Director of Curriculum and Instruction

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

Bi-weekly

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

PLC data chats will indicate weaknesses in particular grade-levels and/or teachers. Coaches will share those findings with admin and district. These weaknesses will become the focus of the coaches.

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	Kindergarteners	Screeners	Phonological Awareness, Phonics, Vocabulary, Comprehension	Annually
STAR Early Literacy	K-2	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Running Records	K-2	Screeners, Progress Monitoring	Oral Language	2 x A Month
STAR Reading	3-8	Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Oral Reading Fluency (ORF)	3-8	Progress Monitoring, Formative Assessment	Fluency	2 x A Month
i-Ready	3-12	Screeners, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Wonders Series, unit assessments	K-5	Formative Assessment, Summative	Vocabulary, Comprehension	2 x A Month
APM state developed test	6-12	Progress Monitoring	Vocabulary, Comprehension	3 x A Year
myPerspectives series, unit tests	6-12	Formative Assessment, Summative	Vocabulary, Comprehension	2 x A Month
FSA	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?

Director of Curriculum and Instruction

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

New BEST standards-based curriculum has been adopted. This curriculum along with our Tier 2 and 3 intervention programs will provide the curriculum needed. Reading blocks are monitored by administration and Literacy Coach. Weekly walkthroughs serve as Literacy instruction fidelity checks.

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

Programs such as i-Ready and Smarty Ants are adaptive. PLC data-focused meeting are montly to monitor data-based instruction. Lesson Plans are reviewed weekly by administration.

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

PD is given to help teachers incorporate literacy strategies such as close reading, jigsawing, and chunking into content areas.

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

Coach/Admin observations and walkthrough checklists are shared at school level. Concerns are then shared at the District level. Appropriate coaching cycles or professional development is scheduled for implementation issues. If the problem lies in the plan itself, the team meets to discuss possible revisions.

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 evaluation of the leadership resulted in the creation of separate Literacy and MTSS coach positions. In order to ensure coaching time and task are devoted to implementation of the CRP, new job descriptions were written with new supervisor appointed. Assessments were re-evaluated with the addition of APM and i-Ready by our Principal. New curriculum K-12 was reviewed by all ELA teachers and has been adopted. Our elements in need of improvement include instruction, intervention and professional development. To better address these areas, a new professional development calendar is being produced based on walkthrough data, Literacy fidelity checklist data, and teacher surveys. The LLT is focusing on parent engagement for our school. Our CRP was revised and constructed for the new year by a school-based team of stakeholders. I plan to create an evaluation form for annual review of our CRP and its implementation.

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?

Weekly review of lesson plans by APs, weekly reading walkthroughs by admin and coaches, and monthly data-based PLC meetings facilitated by admin and coaches will be conducted.

Who at the district level supports effective implementation?

Director of Curriculum and Instruction

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

Monthly school level Admin/Coach meetings will be held.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Coaches and admin take turns completing walkthroughs to ensure that they take place. Quarterly walkthroughs by a district team will take place.

Who at the district level supports effective implementation?

Director of Curriculum and Instruction

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

PLC meetings with walkthrough data, faculty meetings for general trend data, and monthly admin/coach meetings to discuss weaknesses.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Diagnostic and progress monitoring is embedded in our i-Ready and STAR programs. For tier 3 students, "Walk to Intervention" will be used. These shifts of instruction will be based on data-focused monthly meetings.

Who at the district level supports effective implementation?

Director of Curriculum and Instruction

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

Reading fidelity checks, Literacy Coach assignment, MTSS Coach monitoring of "Walk to Intervention" and PLC meetings will be in place.

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.

Our Summer Reading Camp teachers are HE and either RE or RC. Teachers will use IReady along with small group differentiated instruction based on the end of the year STAR and i-Ready tests. . ESSA rating for I-Ready: Level 3: Promising Evidence, with favorable effects.

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.

K-2 teachers will use the "Stepping Stones to Literacy" and "Sound Partners," both of which have an ESSA rating of STRONG, curriculum along with differentiated instruction. Grades 4-5 teachers will use the Leveled Literacy Instruction program, along with small group differentiated instruction based on the end of the year STAR and i-Ready tests.

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.)

23

Students who demonstrate a reading deficiency in grades K-2

31

Students who score Level 1 in grades 4-5

16

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.)

28%

Students who demonstrate a reading deficiency in grades K-2

38%

Students who score Level 1 in grades 4-5

20%

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.

Our district will enroll in the Renaissance myON program. This program provides free access to books, engagement activities and goal sheets. We will also provide access to several apps that encourage vocabulary and reading skills.

Who at the district is responsible for monitoring this requirement?

Director of Curriculum and Instruction

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?

We have adopted the new Wonders series for K-5. This along with i-Ready and STAR Reading will provide the tools needed to ensure whole group instruction.

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

Director of Curriculum and Instruction

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?

Our district participated in the Civics Literacy Grant which will allow us to integrate those texts into the content areas.

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

Director of Curriculum and Instruction

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

How does the district support and monitor implementation?

Tier 2 instruction will be supported by i-Ready, STAR and Smarty Ants. These programs along with small group instruction to include close reading and reading strategies will provide the tools for small group differentiation.

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

Director of Curriculum and Instruction

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.

Elementary schedule will not only provide the uninterrupted 90 minute reading block, but will also include a 30 minute intervention time. Students will be taught all early literacy skills and components of reading during their core instruction time. Differentiation for Tier 2 will take place during the 90 minute block. Tier 3 instruction will take place during the intervention block and will follow the "Walk to Intervention" model. Our Secondary schedule will incorporate Tier 1 and Tier 2 in the ELA class, using foundational skills standards for intervention when needed. Our Tier 3 students will be served in a remediation class, during which our teacher, Literacy Coach, Math Coach and MTSS Coach will be collaborating to provide the interventions and documentation of the individualized plan.

How does the district support and monitor implementation?

through guidance of the master schedule and providing professional development for struggling teachers, and walkthroughs

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

Director of Curriculum and Instruction

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:

K-12_Ddecision_Trees_CRP_21-22.pdf
<i>k-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.

Kindergarten: iReady Diagnostic Scale Score – 0-99, STAR Early Literacy/FLKRS Scale Score – 437 and below

1st: iReady Diagnostic Scale Score – 100-346, STAR Early Literacy 538 or below

2nd: iReady Diagnostic Scale Score – 100-418, STAR Early Literacy 612 or below

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.

not applicable

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

not applicable

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.

not applicable