Gilchrist County School District

2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Perryman, Krista Director of Elementary Education perrymank@mygcsd.org 352-463-3200
Elementary English Language Arts (ELA)	Perryman, Krista Director of Elementary Education perrymank@mygcsd.org 352-463-3200
Reading Curriculum	Perryman, Krista Director of Elementary Education perrymank@mygcsd.org 352-463-3200
Professional Development	Perryman, Krista Director of Elementary Education perrymank@mygcsd.org 352-463-3200
Summer Reading Camp	Perryman, Krista Director of Elementary Education perrymank@mygcsd.org 352-463-3200
Third Grade Promotion	Perryman, Krista Director of Elementary Education perrymank@mygcsd.org 352-463-3200
300 Lowest-Performing Elementary Schools	Perryman, Krista Director of Elementary Education perrymank@mygcsd.org 352-463-3200
Secondary ELA	Gartin, Linda Director of Secondary Education gartinl@mygcsd.org 352-463-3200
Assessment	Allen, Darby Assistant Superintendent allend@mygcsd.org 352-463-3200
Data Element	Barratt, Evelyn Director of MIS barratte@mygcsd.org 352-463-3200
Reading Endorsement	Bible, BillieJo Director of Human Resources bibleb@mygcsd.org 3524633200

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.

Every year, we hold a three- day Summer Instructional Leadership work session where we bring all school level administrators together with the whole district instructional team. The K-12 Reading Plan

will be reviewed in great detail at that time. This will be both the method for communicating the contents as well as helping school level administrators know their responsibilities within the plan. During this time, we will also determine the exact method of dissemination for coaches, teachers, and families. However, coaches will definitely receive training on the content of the plan before teachers return to school. Adjustments will be made after these two meetings if needed based on feedback from administrators and coaches. Teachers will receive the information during pre-planning at each school. Families will be given the information and the link to the document during Open House or within the first month of school. The link will remain on the school website throughout the year. Teachers/Staff – during preplanning Parents/Community – link on website

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 52%

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

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

February of 2021 Gilchrist County VPK piloted the STAR Early Literacy assessment. This assessment gave us great insight of our VPK program and areas of strength and improvement. Through collaboration between our Pre-K coordinator and the Director of Elementary Schools, the VPK teachers will participate in trainings through out the school year offered to our primary teachers. They will be a part of our standards training including a training/description of the VPK Crosswalk standards. (4 years old to Kindergarten 2017- crosswalk with Florida B.E.S.T K-3 standards).

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	20	25	30	20	5	10	20	35	30	5
4	17	24	30	24	4	10	20	35	30	5
5	12	24	29	24	10	10	20	30	30	10
6	13	19	31	28	9	10	15	30	35	10
7	11	28	30	23	9	10	15	30	35	10
8	15	20	28	25	12	10	15	30	30	15
9	18	30	25	20	7	10	20	30	30	10
10	17	26	26	19	12	10	15	30	30	15

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%).

In 2021 63% of K students, 71% of 1st grade students and 90% of 2nd grade students scored on level in Phonemic Awareness. 51% of K students, 49% of 1st grade students and 49% of 2nd grade students scored on level in Phonics. 58% of 3rd grade, 45% of 4th grade, 46% of 5th grade, 44% of 6th grade, 57% of 7th grade, and 58% of 8th grade scored on level in Vocabulary. 74% of 3rd grade, 88% of 4th grade, 89% of 5th grade, 92% of 6th grade 97% of 7th grade, and 96% of 8th grade scored on level in Phonics. By the end of the 2021-2022 school year we will have an increase of 5% in each sub area. This will be accomplished through the restructuring of our phonics program (K-5) through Reading Horizons and intense intervention where needed using the program "Really Great Reading" and 6-12 in Reading intervention classes using the Sonday System a multi-sensory program focusing on decoding using the Orton-Gillingham approach.

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.

Because our Research-Based Reading Instruction Allocation will not cover the personnel (not to mention materials and professional development) needed to fully implement the expectations of the K-12 Reading Plan, we use other funds to supplement the allocation to fully fund our reading program district wide. This includes the use of General funds and Title funds. Because we only have four schools, we hire a qualified reading coach at all four schools along with certified reading teachers. In addition, we hire K-2 interventionists at each elementary school.

*To help fund our reading program, we provide the following staff in addition to regular classroom teachers (already provided by the general budget):

Reading Coach – one at each school (two middle/high schools and two elementary schools)

Reading Teachers – three at each middle/high school

Interventionists – one at each elementary school

Support Facilitators – one at each school

We also provide (outside the reading allocation) intervention programs and materials to all grades, professional development, help for teachers trying to earn their endorsement, and we fund 3rd grade reading camp. This summer, we are also funding camp for upcoming 5th graders.

We have purchased iready supplemental materials and utilize the progress monitoring to identify early literacy deficiencies in K-3. We also use i-ready for Tier 2 and Tier 3 interventions in K-3.

School Literacy Leadership Teams

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

Principals and district staff will be informed during our upcoming Summer Leadership Team Meetings. Coaches will be informed during our Back to School Coaches meeting before teachers return. Teachers will be informed during pre-planning at a school-wide faculty meeting where the K-12 Reading Plan will be reviewed with all.

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

Assistant Superintendent

Director of Elementary Education

Director of Secondary Education

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

The District Leadership Team is monitoring this; coaches can talk to school-level administration and/or district-level administration if these requirements are not being followed.

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.

Professional Development in:
Phonemic Awareness/Phonics/Word study/spelling/fluency/vocabulary/comprehension/ explicit, systematic, and sequential approach to reading instruction

How:
Training will be provided monthly by the Reading Coaches as outlined in Monthly calendars
Our SLRD- Lindsay Harrison will also provide support and training in the Science of Reading and the phonics approach.

Trainings through Reading Horizon and Really Great Reading strategies and approach K-5.

Trainings in the Sonday System- a multi sensory approach to reading instruction in the middle high.

Multisensory intervention strategies:

Continuation of 2020-21 trainings will be given to all teachers. Multisensory strategies will be weaved into all monthly trainings provided by the reading coaches.

Differentiated/Intensified:
During Summer Instructional Team meetings, 2021-22 data will be analyzed to identify teachers in need of extended training and support. The reading coaches will work with these teachers to provide the training needed in area of need. Each quarter, data will be reevaluated to identify need.

Through classroom walkthroughs, classroom observations and reported data, school leadership will identify mentor teachers and model classrooms. Within monthly instructional reports Principals will identify mentor teachers and model classrooms and report on how they are being utilized.

Through monthly calendars, Principals will designate weekly time set aside to allow for professional development.

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?

Requirements will be discussed and reviewed at Summer Instructional Leadership Meetings.

Principals will report and problem-solving conversations will occur at Monthly Instructional Team meetings.

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

Assistant Superintendent

Director of Elementary Education

Director of 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.

The comparable data we have right now is I-Ready. I-Ready only assesses up to 8th grade so we do not have available data for 9-12 We are putting a strong emphasis on phonics and decoding this year. We know that ensuring K-3 students are proficient readers is a priority. However, we recognize the needs of multi-sensory instruction and in some cases foundational skills in the Middle- High Schools. Therefore, we have placed a reading coach at all four schools. *See attached data charts

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

Reading_Plan_Data.docx
Comparison Data
[Document Link](#)

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
  - the major reading components, as needed, based on an analysis of student performance data;
  - administration and analysis of instructional assessments; and
  - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Summer Instructional Leadership Meetings

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?

Principals will meet with coaches weekly to have data chats and do needs analysis.
Coaches will meet with the Director of Elementary Education monthly to discuss needs and strategies and plan development. Meetings will include other district staff such as Director of Secondary Education and Assistant Superintendent as necessary.

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

Director of Elementary Education

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

Monthly

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

Identify the problem and identify barriers to a positive outcome. Then problem solve to create a feasible solution to the problem. Coaches and/or Principals will be required to report back to the District Instructional Team if a plan of action is put into place for changes.

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	All Incoming Kindergarten Students	Screener, Formative Assessment	Oral Language	Annually
i-Ready	All K-8 students	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Oral Reading Fluency (ORF)	All k-5 Reading and ELA students	Formative Assessment	Fluency	3 x A Year
District Developed Assessment	K-2 Students	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Sonday System Screener	Struggling 6-12th grade students	Screener, Diagnostic	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	Annually
APM (Adaptive Progress Monitoring)	3-10 Grade	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	3 x A Year
FSA	3-12 Grade	Summative	Vocabulary, Comprehension	Annually
FAIR	9-12th grade level 1 & 2 students	Diagnostic	Phonological Awareness, Phonics, Fluency, 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 Elementary Education

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

Administrators, district and/or school level do reading observations and informal classroom visits to ensure effective reading instruction is occurring in all classrooms with new curriculum.
Reading coaches also meet with teachers and observe to offer assistance and guidance where needed.

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

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. If a problem is determined by the District Instructional Team or the Principal, the district team will work directly with the principal to identify and solve the problem. The district will also require the school to report back once the problem has been corrected OR within a month to report on the progress made thus far.
Principals meet with their grade levels monthly to have data chats and discuss any needs or area of

concern.
Quarterly, progress monitoring data is reviewed and educational decisions and needs are discussed

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

All measures are taken to provide content rich texts in all areas of learning. Classroom libraries are expected in all content areas.
Cross grade level meetings occur to establish concurrent topics and availability to incorporate reading strategies throughout.

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

The district level administrative team meets with individual principals to ensure that the instruction is implemented in a systematic and explicit manner. If it is found that it is not being implemented, this would be an individual conversation with a principal with the expectation that the principal meets with the teacher/grade level of concern to correct the problem. During the conversation, a course of action would be determined as well as a follow up method to evaluate the results.

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.

Throughout the year several committees and teams meet to discuss data, school needs, teacher and grade level needs as well as individual student needs. October/November, January/February and April/May, the reading plan will be evaluated analyzing each section. Prior to these meeting, Principals meet with teachers and coaches to get input from each to bring to the instructional team. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report includes the implementation of the K-12 reading plan. A review is done once more in the summer with principals.

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:

CERP_Self_Reflective_Tool.docx
Gilchrist County Self-Reflective Tool
[Document Link](#)

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?

The district level administrative team meets with individual principals to ensure that the K-12 Plan is being implemented in an explicit manner. If it is found that it is not being implemented, this would be an individual conversation with a principal with the expectation that the principal meets with the teacher/ grade level of concern to correct the problem. During the conversation, a course of action would be determined as well as a follow up method to evaluate the results.

Who at the district level supports effective implementation?

Assistant Superintendent

Director of Elementary Education

Director of Secondary Education

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

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report includes the implementation of the K-12 reading plan. If a problem is determined by the District Instructional Team or the Principal, the district team will work directly with the principal to identify and solve the problem. The district will also require the school to report back once the problem has been corrected OR within a month to report on the progress made thus far.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

The district level administrative team meets with individual principals to ensure that the K-12 Plan is being implemented in an explicit manner. If it is found that it is not being implemented, this would be an individual conversation with a principal with the expectation that the principal meets with the teacher/ grade level of concern to correct the problem. During the conversation, a course of action would be determined as well as a follow up method to evaluate the results.

Who at the district level supports effective implementation?

Assistant Superintendent

Director of Elementary Education

Director of Secondary Education

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

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report includes the implementation of the K-12 reading plan. If a problem is determined by the District Instructional Team or the Principal, the district team will work directly with the principal to identify and solve the problem. The district will also require the school to report back once the problem has been corrected OR within a month to report on the progress made thus far.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Data/Instructional Teams meet with teachers monthly to walk through the decision tree and evaluate individual student needs.
At instructional team meetings quarterly, principals present their most recent data where problem solving conversations happen

Who at the district level supports effective implementation?

Assistant Superintendent

Director of Elementary Education

Director of Secondary Education

Guidance Counselors

Principals

Reading Coaches

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

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report includes the implementation of the K-12 reading plan. If a problem is determined by the District Instructional Team or the Principal, the district team will work directly with the principal to identify and solve the problem. The district will also require the school to report back once the problem has been corrected OR within a month to report on the progress made thus far.

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.

i-Ready diagnostic and instruction:
The research places i-Ready as a Level 3 program demonstrating "Promising Evidence."

Phonics for Reading program (strategies used are multi-sensory)
The Phonics for Reading series is a systemic,
research-based program.

• The program provides explicit instruction in phonics,
as well as phonemic awareness, fluency and
comprehension. Effect Size .70

• Each of the 3 levels features consistent
routines, repeated practice and
immediate corrective feedback. Effect Size .75

Raz-Plus; Strong Essa Rating Effect Size .14

Really Great Reading Word Blast and Phonics Boost. Uses Orton Gillingham approach and the Piagetian Program (effect size of 1.28)
https://www.reallygreatreading.com/research_successes

Quick Reads- Strong ESSA Rating. Effect size of +.21

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.

Along with traditional 3rd grade reading camp, Gilchrist County will be providing a Reading and Math summer camp for K-5 summer camp. Students designated for retention will have first priority with no more than 10 per group. Classes will meet Monday through Thursday 8:00 AM-2:00PM. Multi- sensory strategies and materials will be used. Including but not limited to, Really Great Reading, FSA Coach and Quick Reads.

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.)
32

Students who demonstrate a reading deficiency in grades K-2
64

Students who score Level 1 in grades 4-5
29

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.)
15%

Students who demonstrate a reading deficiency in grades K-2
11%

Students who score Level 1 in grades 4-5
14%

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.

Once the MTSS team meets and identifies a substantial deficiency, the teacher will meet with the parents and student to go over the "deficiency letter" along with an AIP and Read at Home Plan. They will identify specific things that can be done at home through the reading plan and document the activities on the AIP. The Read at Home Plan is also posted on the school website for easy access and reference.

Who at the district is responsible for monitoring this requirement?

Director of Elementary Education
Director of Secondary Education
School Guidance Counselors
School Principals

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?

Walk throughs
Observations
Fidelity Checks

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report consists of reporting on reading instruction.

Director of Elementary meets with Reading Coaches monthly to review and discuss instructional needs within the reading block.

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

Assistant Superintendent

Director of Elementary Education

Director of 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?

Walk throughs
Observations
Fidelity Checks

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report consists of reporting on reading instruction.

Director of Elementary meets with Reading Coaches monthly to review and discuss instructional needs within the reading block.

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

Assistant Superintendent

Director of Elementary Education

Director of Secondary Education

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

How does the district support and monitor implementation?

Walk throughs
Observations
Fidelity Checks

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report consists of reporting on reading instruction.

Director of Elementary meets with Reading Coaches monthly to review and discuss instructional needs within the reading block.

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

Assistant Superintendent

Director of Elementary Education

Director of Secondary Education

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.

Six components of reading: – (Tier 1) The comprehensive core reading program is the foundation of reading instruction and consists of scientific, research-based instructional practices and methodologies, designed to support all students in the general curriculum encompassing: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. Implementation of new curriculum and standards will be closely monitored to ensure all 6 areas are taught. K-5 will supplement phonics and decoding with Reading Horizons, using the Orton Gillingham approach. PHONICS (effect size = 0.7): https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf#page=23
Each component will be closely monitored at the district level, school level and student level for immediate concern and actions taken.
Core instruction (Tier 1):
Wonders: ESSA Evidence Journal of Organizational and Educational Leadership A study recently published in the Journal of Organizational and Educational Leadership found that Wonders users in six Title I public schools in North Carolina significantly increased their performance from pre-test to post-test on three measures of reading and literacy, including DIBELS (Dorsey, 2015). This study meets the criteria for ESSA Tier III, or "Promising" evidence based on the statistically significant positive correlation

between Wonders use and student outcomes.
StudySync 6–8: A Comprehensive Middle School ELA Curriculum
Bring Literature to Life
StudySync engages middle school learners with a rigorous, student-centered curriculum which connects learning to students' lives beyond the classroom.
At Grades 6–8, instruction is focused on strong skills- and standards-based instruction that will provide the foundation for success in high school and beyond, while still affording teachers the flexibility to customize the curriculum to the specific needs of their students and teaching style. Every day, students interact with high-quality classic and contemporary literature that's rigorous, culturally-relevant, and presented in a highly-engaging digital format.
StudySync:
? Includes six units per grade for 180 days of integrated reading, writing, listening, and speaking instruction
? Features a continuously growing library of over 2000 classic and contemporary texts
? Supports interchangeable print and digital use
? Enhances instruction with rich multimedia and digital tools
? Automatically embeds scaffolds so ALL students reach their potential
StudySync 9–12: A Comprehensive High School English Curriculum
Bring Literature to Life

StudySync engages high school learners with a rigorous, student-centered curriculum which connects learning to students' lives beyond the classroom.

At Grades 9–12, StudySync provides unprecedented instructional choice, presenting teachers with thematic units, novel study units, teacher-created units, and chronological options at grades 11 and 12—ALL while ensuring 100% of standards are met, regardless of which path is chosen. Every day, students interact with high-quality classic and contemporary literature that's rigorous, culturally-relevant, and presented in a highly-engaging digital format.

StudySync:

Provides instructional choice with thematic units, novel studies, teacher-created units, and chronological options for American and British Literature
Features a continuously growing library of over 2000 classic and contemporary texts
Supports interchangeable print and digital use
Includes extensive writing and research practice
Automatically embeds scaffolds so ALL students reach their potential

Assessments: See Assessment table

Immediate intervention (Tier 2): *See Decision Tree

Immediate intensive intervention (Tier 3). *See Decision Tree

How does the district support and monitor implementation?

Walk throughs
Observations
Fidelity Checks

Our district conducts monthly Instructional Team Meetings, where all monitoring takes place. Principals prepare Instructional Team Reports to provide the appropriate data for review at each meeting. Part of the report consists of reporting on reading instruction.

Director of Elementary meets with Reading Coaches monthly to review and discuss instructional needs within the reading block.

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

Director of Elementary

Director of Secondary

Principals

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:

Grades_K-5_Decision_Tree.pdf
K-5 Decision Tree
[Document Link](#)
Grades_6-8_Decision_Tree_(4).pdf
6-8 Decision Tree
[Document Link](#)
Grades_9-12_Decision_Tree_(3).pdf
9-12 Decision tree
[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.

Three times a year all students take the i-ready diagnostic. After each assessment teams meet at the school and district level to discuss and make decisions for each student individually. If a student's diagnostic score is two or more levels below the current grade level a substantial deficiency is noted. These students are then monitored between diagnostics for additional needs.

Three times a year k-2 students take teacher made or curriculum standards assessments. If a student scores 60% or below on any of these assessments a substantial deficiency is noted.

Three times a year 3-10 students take the APM. After each assessment teams meet at the school and district level to discuss and make decisions for each student individually. If a student's score is equivalent to a level 2 or below a substantial deficiency is noted. These students are then monitored between assessments for additional needs.

Multiple data points are monitored and if teacher observation and classroom assessments show a deficiency concurrent with other data points a substantial deficiency is noted.

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