

Glades 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	Biggar, Andrew Director of Academic Services andrew.biggar@glades-schools.org (863) 946-2083
Professional Development	Vickery, Beth CTE/Adult Ed Coordinator beth.vickery@glades-schools.org (863) 946-2083
Data Element	Biggar, Andrew Director of Academic Services andrew.biggar@glades-schools.org (863) 946-2083
Elementary English Language Arts (ELA)	Biggar, Andrew Director of Academic Services andrew.biggar@glades-schools.org (863) 946-2083
Secondary ELA	Biggar, Andrew Director of Academic Services andrew.biggar@glades-schools.org (863) 946-2083
Assessment	Biggar, Andrew Principal on Assignment andrew.biggar@glades-schools.org (863) 946-2083
Reading Endorsement	Vickery, Beth CTE/Adult Ed Coordinator beth.vickery@glades-schools.org (863) 946-2083
Reading Curriculum	Biggar, Andrew Principal on Assignment andrew.biggar@glades-schools.org (863) 946-2083
Summer Reading Camp	Biggar, Andrew Principal on Assignment andrew.biggar@glades-schools.org (863) 946-2083
Third Grade Promotion	Biggar, Andrew Principal on Assignment andrew.biggar@glades-schools.org (863) 946-2083

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 LEA will utilize a variety of activities to disseminate information about the Comprehensive Evidence-Based Reading Plan to all stakeholders. They include, but are not limited to, school and district advisory councils/committees, including SAC; district staff meetings (weekly), School Board meetings, principal meetings, school faculty and grade level meetings; parent conferences, open house, district website and individual school websites, and parent and family engagement plans. SkyAlert system may be used to inform parents of where the plan may be obtained. Translators/ translations will be made available upon request for parents/guardians whose language is other than English so that important information can be communicated in the home language.

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 60%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 63%

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

Students enrolled in the District VPK program are taught using VPK standards. Each VPK program uses approved curriculum and assessment materials. Students are progress monitored 3 times a year using the VPK assessment and FDOE STAR Early Literacy Assessment. The VPK director holds data chats with each VPK teacher to determine areas of need and create an instructional plan. The LEA also holds meetings with local Pre-K programs to provide support as needed.

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	34	27	26	9	3	27	29	29	10	4
4	39	20	28	9	4	32	22	31	10	5
5	26	31	26	12	5	19	33	29	13	6
6	35	22	25	16	3	28	24	28	17	4
7	29	32	20	15	4	22	34	23	16	5
8	30	31	23	12	4	23	33	26	13	5
9	40	23	30	7	0	33	25	33	8	1
10	39	27	16	13	5	32	29	19	14	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%).

For each grade, K - 5, increase the percentage of students scoring at or above grade level on the Quarter 3 i-Ready Assessment by 2%.

District Budget for Research-Based Reading Instructions Allocation

Budget

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

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

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

The district prioritizes K-3 students identified with a substantial deficiency in reading by using its Research-Based Reading Instruction Allocation funds to hire remedial reading teachers.

School Literacy Leadership Teams

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

The School Literacy Leadership Team requirement is communicated to principals through email and during monthly administrator meetings.

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

Director of Academic Services

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

Director of Academic Services monitors and Reading Coaches support.

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.

FDLRS and SEDNET will provide training in multisensory intervention strategies. Just Read Florida Regional Literacy Director will provide support to teachers on strategies to integrate the requirements of Section 1012.98(4)(b)11., F.S. The publishers of the newly purchased core curriculum will provide training on using the program to implement the requirements of Section 1012.98(4)(b)11., F.S.

All mentor teachers are required to successfully complete Clinical Educator training and have a Highly Effective teacher evaluation. Principals are notified when a teacher has successfully completed the Clinical Educator Program and is eligible to become a mentor.

Model classrooms are established with teachers who are Reading Endorsed and have data substantiating student growth in reading.

Through the master schedule and school calendar, Principals provide time for weekly professional development to include Professional Learning Communities, data analysis, curriculum, MTSS, differentiated instruction, accommodations, B.E.S.T Standards Implementations.

i-Ready Trainers and Renaissance Trainers will provide intensive ongoing professional development on analyzing progress monitoring data to determine student intervention strategies.

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?

Emails are sent to Principals with Flyers of PD opportunities through FDLRS and SEDNET. The Principals disseminate those flyers to their staff.

The District supports principals by giving them a list of teachers at their school who have completed all requirements to be a Mentor Teacher.

Model classrooms are with Highly Effective Teachers who are reading endorsed and data that supports student growth.

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

The Director of HR and Academic Services will provide support and monitor professional development requirements to ensure compliance.

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 one Literacy Coach in the district is 100% paid for from Title I, Part A funds. Each Title I school has a high poverty rate and is identified on the Federal Percent of Points Index as TS&I for at least one subgroup.

Moore Haven Elementary had 49.2% total student learning gains while West Glades School had 51.1% total learning gains. Learning gains with the Lowest 25% had West Glades School performing below Moore Haven Elementary with only 36.7% making learning gains while Moore Haven Elementary had 43.3%.

The Literacy coach is reading endorsed/certified.

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 given the job description of the Coach. It is also discussed during district meetings and through emails.

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

The Literacy Coach is provided with professional development from the Heartland Consortium with quarterly trainings, the Just Read Florida office provides support with the State Regional Literacy Director meeting with her as needed, attending state trainings on the BEST Standards, and PD with the publishers of the Core Curriculum.

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

Director of Academic Programs

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?

Meetings will be held with the Coach, School Administration and the District to problem solve and make changes based on the data and discussions during those meetings.

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?
STAR Early Literacy	K-2	Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
STAR Early Literacy	K-2	Screener	Oral Language	3 x A Year
STAR Reading	3-10	Diagnostic	Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	K-8	Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Achieve 3000	9-10	Diagnostic	Vocabulary, Comprehension	3 x A Year
i-Ready	2-8	Formative Assessment	Comprehension	Monthly
DIBELS	K-5	Screener, Progress Monitoring	Phonological Awareness, Phonics, Fluency, Comprehension	Monthly
Waterford Early Learning	K-2	Progress Monitoring	Phonological Awareness, Phonics, Comprehension	Annually
SRA Reading Mastery	1-5	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
SRA Reading Success	6-8	Progress Monitoring	Vocabulary, Comprehension	2 x A Month
Words Their Way Spelling Inventory	1-8	Screener	Phonics	3 x A Year
FSA	3-10	Summative	Comprehension	Annually
FLKRS	K	Screener	Oral Language, Phonological Awareness, Phonics, Vocabulary	Annually
Oral Reading Fluency (ORF)	1-8	Screener	Fluency	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 Academic Services

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

Creation and implementation of a curriculum map and adoption of new core curriculum. District will monitor lesson plans that teachers submit in OnCourse.

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

Teachers will create lesson plans that include differentiated instruction based on formative assessment data. The formative assessment will be used to create small groups. District will monitor lesson plans that teachers submit in OnCourse.

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

The district has purchased Civics Literacy books to be used in the classrooms. The new core curriculum includes informational texts that can be used in content area classrooms. Achieve3000 literature is used in Content Area classes.

The district will incorporate writing across the content areas through summarizing and paraphrasing through evidence to response.

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

PLCs, Reading Leadership meetings at both the school and district level.

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.

Analyze FSA data, progress monitoring data for instruction, intervention and professional development needs.

Teachers, school leaders and literacy coach to provide input on assessment effectiveness.

Elements in need of improvement are intervention strategies, professional development offerings and family engagement activities.

District administration will perform quarterly walk-through reading fidelity checks to evaluate the implementation of the reading plan.

The District will analyze school climate surveys to determine success of family engagement.

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?

School-level Reading Plan Implementation: School Administration along with Reading Leadership Team will meet to evaluate the effectiveness of the implementation at the school.

Who at the district level supports effective implementation?

Director of Academic Services, Director of HR, Reading Coaches

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

School Level Reading Leadership team will meet monthly to discuss implementation of Reading Plan.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

The School Administration and/or Reading Coach will conduct weekly reading walkthroughs.

Who at the district level supports effective implementation?

Director of Academic Services and Director of HR

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

Data from the weekly walkthroughs will be discussed with the Literacy Coach, classroom teacher or grade level group to identify areas in need of improvement. Data will shared and discussed at grade level PLC's.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

The school leadership team along with the School level Reading Leadership team

Who at the district level supports effective implementation?

Director of Student Services and/or Director of Academic Services

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

School data from assessments listed in the plan. Data will shared and discussed at grade level PLC's.

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.

Teachers will utilize unit assessments from the reading series along with i-Ready progress monitoring to track student progress. (<https://www.sbsd.k12.ca.us/cms/lib/CA01001886/Centricity/Domain/41/iready-research-efficacy-brief-2019.pdf>) Teachers will also maintain student portfolios of mastery of Grade 3 ELA standards.

Each 3rd grade camp will utilize exposure to reading (.43 effect size) and vocabulary (.62 effect size) strategies using Focused Reading Intervention by Teacher Created Materials in their 3rd grade summer camp.

Strategy: (<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>)

Material: ([achievement/https://www.teachercreatedmaterials.com/estore/files/research/Focused-Reading-Intervention-Research-and-Evidence-Base_02_2021.pdf](https://www.teachercreatedmaterials.com/estore/files/research/Focused-Reading-Intervention-Research-and-Evidence-Base_02_2021.pdf))

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

Will the district implement this option?

Yes

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

The district will provide a summer reading program for students in Grades K-5. The program will last 4 weeks utilizing Exposure to Reading and Vocabulary strategies using Focused Reading Intervention Curriculum by Teacher Created Materials. Teachers will give students a pre and posttest to determine learning gains at the end of the program. Students will also utilize i-Ready reading program for 45 minutes a week.

Strategies: (<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>)

Programs: (<https://www.sbsd.k12.ca.us/cms/lib/CA01001886/Centricity/Domain/41/iready-research-efficacy-brief-2019.pdf>)

Materials: (https://www.teachercreatedmaterials.com/estore/files/research/Focused-Reading-Intervention-Research-and-Evidence-Base_02_2021.pdf)

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.)

36

Students who demonstrate a reading deficiency in grades K-2

62

Students who score Level 1 in grades 4-5

46

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.)

71%

Students who demonstrate a reading deficiency in grades K-2

45%

Students who score Level 1 in grades 4-5

51%

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.

Students identified as substantially deficient in reading will be sent home a letter notifying the parent of the substantial deficiency in reading along with a grade appropriate read at home plan. <https://gladesedu.org/parent-resources>. In addition, with accordance to House Bill 3, New World Initiative, books will be mailed home to each identified student.

Who at the district is responsible for monitoring this requirement?

Director of Academic Services

Assessment, Curriculum, and Instruction

Requirements - Part A

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

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

How does the district support and monitor implementation?

The district purchases state approved curriculum (K-2 HMH: Florida Into Reading and 3-5 Benchmark ed: Florida Benchmark Advance) that meets the ESSA requirements based on the B.E.S.T Standards. Teachers will also be provided professional development of implementation of curriculum to provide whole group instruction utilizing an evidence-based sequence of reading instruction.

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

Director of Academic Services

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 purchases state approved curriculum and supplemental books that meets the ESSA requirements and are listed in the B.E.S.T Standards.

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

Director of Academic Services

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

How does the district support and monitor implementation?

Teachers have access to state approved small group differentiated instruction resources from the FCRR website, state approved core reading curriculum (K-2 HMH: Florida Into Reading and 3-5 Benchmark Ed: Florida Benchmark Advance) and i-Ready Teacher Toolbox supplemental curriculum to meet the individual needs of students. (I-Ready: <https://www.sbsd.k12.ca.us/cms/lib/CA01001886/Centricity/Domain/41/iready-research-efficacy-brief-2019.pdf>)

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

Director of Academic Services

Florida's Revised Formula For Success - Part B

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;
- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

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

The district will use the designated diagnostic test to determine the tiered placement of students. The screeners will determine the area of needed intervention. Progress monitoring assessments determine if the student is being successful with the intervention. Further diagnostics will determine movement within the tiers.

How does the district support and monitor implementation?

The district will review the diagnostic data 3 times a year and meet with school leadership to discuss areas of need and/or success.

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

Director of Academic Services, Reading Coach

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:

SY2122_Glades_County_Reading_Plan_Decision_Tree_updated_9_28_21.pdf
<i>SY2122 Glades County Reading Plan Decision Tree</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 scoring below the 10th percentile on the STAR/STAR Early Literacy assessment are identified as substantially deficient in reading. At the secondary level, students scoring at level 1 on the FSA ELA assessment.

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