

Gulf County 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
Main District Reading Contact	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 18502296940
Elementary English Language Arts (ELA)	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 18502296940
Secondary ELA	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 18502296940
Reading Endorsement	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 18502296940
Reading Curriculum	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 18502296940
Professional Development	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 18502296940
Assessment	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 18502296940
Data Element	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 18502296940
Summer Reading Camp	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 18502296940
Third Grade Promotion	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 18502296940
300 Lowest-Performing Elementary Schools	Price, Lori Assistant Superintendent for Instruction lprice@gulf.k12.fl.us 18502296940

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.

Upon approval of the Comprehensive Evidence-Based Reading Plan, the Assistant Superintendent for Instruction and the Reading Coach work collaboratively to inform principals of the details of the

plan. During pre-planning, principals, with the help of the Reading Coach, present the plan to their respective faculties. They also present the plan at a School Advisory Council meeting. The Assistant Superintendent for Instruction shares the plan with the School Board and Superintendent as well as other district administrators.

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 68%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 72%

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

Schools will work with families to offer flexible options to increase the number of students assessed. Schools will communicate with families the importance and purpose of the FLKRS Kindergarten Readiness Screening. Pre-Kindergarten teachers and paraprofessionals will attend professional development on multi-sensory instructional strategies targeted to address gaps and reduce barriers to students' ability to meet Tier 1 expectations. Progress monitoring data will be used to match the needs of the students providing systematic, explicit, and interactive small group instruction targeting foundational/barrier skills and learning deficiencies. Pre-Kindergarten teachers and paraprofessionals will participate in the B.E.S.T. Standards Implementation to support increased readiness to enter Kindergarten.

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	22	27	33	11	3	17	24	38	16	5
4	27	21	24	20	8	20	16	29	25	10
5	22	24	26	19	9	17	17	31	24	11
6	24	24	21	21	9	20	18	26	26	11
7	28	24	22	17	9	22	18	27	22	11
8	25	22	25	17	10	19	17	30	22	12
9	27	23	21	19	9	21	18	26	24	11
10	25	24	21	21	9	20	20	26	23	11

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%).

Increase the percentage of students scoring at or above grade level on i-Ready by 5% in grades K-2
K goal = 93%

1 goal = 54%

2 goal = 57%

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.

K-3 students with substantial reading deficiencies are a top priority as fundamental reading skills provide the foundation for all other learning. The Reading Coach places primary focus on that population. Interventions for those struggling primary students are scheduled prior to students at other grade levels.

School Literacy Leadership Teams

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

It is imperative that each school have an active and assertive School Literacy Leadership Team. The Assistant Superintendent for Instruction meets with principals monthly. The requirement to establish a School Literacy Leadership Team was discussed as well as the function and purpose of the team. The Assistant Superintendent then worked with each principal individually to discuss who should serve in that capacity and to facilitate the implementation of the team.

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

Lori Price, Assistant Superintendent for Instruction (main district reading contact)

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

Lori Price, Assistant Superintendent for Instruction (main district reading contact) works collaboratively with the District Reading Coach to support and monitor School Literacy Leadership Teams and ensuring compliance.

Professional Development

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

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

The District will ensure that teachers are provided with high quality professional development opportunities which includes the integration of phonemic awareness, phonics, fluency, vocabulary, comprehension and multisensory strategies. The use of an explicit, systematic and sequential approach to instruction will be emphasized. In recent years, the District has placed a great deal of emphasis in this area and has facilitated the reading endorsement of numerous teachers. Resources and training is provided by the Reading Coach and through the Panhandle Area Educational Consortium. The benefits of these efforts has already become apparent and they will be continued.

Differentiated professional development with increased intensity is provided for those teachers whose progress monitoring data is not showing adequate growth. When data reflects that a specific teacher is not showing adequate growth, the principal works with the teacher, Reading Coach, and Assistant Superintendent for Instruction to pinpoint the issues as specifically as possible. Once the issue is identified, professional development designed to address the issue is sought. If the professional development does not resolve the issues, the teacher may be reassigned, non-renewed, or given additional training.

Establishing of model classrooms within the school has proved to be an effective way to develop teachers. Principals are aware that often the best resource for an inexperienced or struggling teacher can be found within the system. Because the principal is aware of the teaching strategies each teacher employs and the level of success individual teachers have experienced, they are knowledgeable about what those teachers may be able to offer one with less experience and facilitates peer observations routinely. Principals discuss the progress of all new hires with the Assistant Superintendent of Instruction on a routine basis. These discussions include the benefit of peer observations.

Providing teachers with time weekly to meet together for professional development including lesson study and PLCs is crucial. Importance of common planning, time for data disaggregation, small group PLCs, and professional development is reinforced frequently by the Assistant Superintendent for Instruction in person at monthly administrative meetings and individually through the principal's evaluation. Principals develop schedules with the need to collaborate in mind. Elementary teachers have a common planning with other teachers of their grade level. High school teachers, to the extent possible, have a common planning with same subject area teachers. Additional time for lesson study, PLCs, and grade group or subject area meetings is provided before and after school. PLCs are monitored (and often lead by) the principals and/or the Reading Coach.

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 for reading endorsement and training are conveyed to the principals by the Assistant Superintendent for Instruction in person at monthly administrative meetings.

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

Teachers attending trainings do so with the consent and encouragement of the principal. Professional development is reported to the district upon completion using the ePDC system and is overseen by the Assistant Superintendent for Instruction who accepts responsibility for ensuring 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 allocation of services provided by the reading coach is based on the number of students scoring Level 1 or 2 on the FSA or below grade level on diagnostic and progress monitoring assessments. In addition, priority services will be given to any school receiving a "C" or lower. In the absence of FSA and/or school grade data, services will remain the same unless data collected throughout the year reflects a need to make an adjustment. The district is home to only two elementary schools that are similar in composition and need.

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?

Upon approval of the Comprehensive Evidence-Based Reading Plan, the Assistant Superintendent for Instruction and the Reading Coach work collaboratively to inform principals of the details of the plan. At that time, the specific role and responsibilities of the Reading Coach is also conveyed.

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?

When the Assistant Superintendent for Instruction and the Reading Coach meet with principals to share the Comprehensive Evidence-Based Reading Plan, the role of the Reading Coach is also explained. Principals are made aware that the coach is under no circumstance allowed to perform administrative functions which would contradict their role as coach and mentor. The coach is highly instrumental in helping teachers utilize assessment data, but is not permitted to dedicate undue amount of time to the actual assessment process. The role of the Reading Coach is articulated carefully and the Reading Coach is given the autonomy necessary to create action plans and meaningful professional development based on need.

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

The Assistant Superintendent for Instruction

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

Coaching time, tasks, and impact data are reported and reviewed by the district at least quarterly.

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

- *Identify a problem with precision (eliminate exclusionary factors)
- *Identify goal for change
- *Identify deficiencies and create individualized implementation plan with contextual fit
- *Implement solution with integrity & fidelity
- *Monitor impact of intervention and modify as needed
- *Make summative evaluative decisions

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 who have not been retained	Screeners	Oral Language, Phonological Awareness, Phonics, Fluency	Annually
Gulf County Kindergarten Readiness Screener	Kindergarten	Screeners, Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency	Quarterly
i-Ready	K-6	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month, Monthly, 3 x A Year
Gulf District Schools Sight Word Test	K-2	Screeners, Progress Monitoring, Summative	Fluency	Quarterly
CBM	K-12	Screeners, Progress Monitoring, Formative Assessment, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
ERDA	K-6	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
DAR	3-12	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
DIBELS Next	K-6	Screeners, Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	
FSA	3-12	Summative	Vocabulary, Comprehension	
Slosson Oral Reading Test S.O.R.T.	K-6 Tier 2 and 3	Progress Monitoring	Fluency	

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?

Assistant Superintendent for Instruction & Reading Coach

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

Requirements for reading instruction are conveyed to the principals by the Assistant Superintendent for Instruction in person at monthly administrative meetings, as well as by the Reading Coach. Principals are tasked with developing an instructional schedule that utilizes a 90 minute reading block. The district selects an evidence-based reading curriculum and the principal ensures it is implemented with fidelity by utilizing walkthroughs, observations, and lesson plan reviews. The Assistant Superintendent for Instruction evaluates and approves instructional schedules each semester. The Assistant

Superintendent for Instruction also approves curriculum selection and periodically conducts classroom walkthroughs and lesson plan reviews to ensure implementation with fidelity.

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

If teachers leverage formative assessment best practices, differentiation follows. Implementing a variety of formative assessments allows teachers to check for understanding quickly. By analyzing errors, teachers can better support students who are struggling and challenge those who are not. The district provides professional development in the development and use of formative assessments as well as in how to use the data obtained from such assessments to meet the needs of individual students. The Reading Coach is instrumental in providing this training, modeling the use of formative assessments, and assisting teachers in utilizing the data obtained from them. Principals conduct routine walkthroughs and evaluation of lesson plans to ensure a variety of formative assessments are utilized in the classroom.

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

Content-area teachers familiar with the written material and the reading demands of their disciplines are best suited to provide effective literacy instruction therefore the district provides professional development to content-area teachers to better equip them for integrating literacy instruction into their classes. At a minimum, content-area teachers can implement manageable vocabulary and comprehension strategies that complement their existing instructional practices. The Reading Coach is instrumental in providing this training and modeling the use of literacy strategies for content-area teachers. Principals conduct routine walkthroughs and evaluation of lesson plans to ensure literacy strategies are utilized in all classrooms.

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

When any stakeholder (principal, teacher, or parent) identifies an issue related to the Reading Plan or reading instruction, that concern is brought to the attention of the Reading Coach and/or the Assistant Superintendent for Instruction. The degree to which the plan is being implemented is then assessed. If additional professional development or instruction in plan implementation is needed it is provided. If it is determined that the plan itself is flawed in such a way that student needs are not met, the revision process is initiated.

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.

Effective implementation of the K-12 Reading Plan relies on proactive leadership at the district and school levels. The Assistant Superintendent for Instruction ensures principals are trained on conducting

effective walkthroughs. The Reading Coach teaches principals specific “look-fors” in effective reading instruction. Principals discuss the practice of walkthroughs with teachers to inform them of their purpose and to provide reassurance that the primary goal is to improve instruction rather than to evaluate the teacher. They are an integral part of a principal’s responsibilities and are done continually. Walkthroughs for the specific purpose of observing reading instruction are done weekly and data is collected. Data collected via principals’ reading walkthroughs are shared directly with the Reading Coach and/or Assistant Superintendent for Instruction. Principals and the Reading Coach provide teachers with frequent, meaningful, and actionable feedback. The Assistant Superintendent for Instruction informs principals of the need for and purpose of developing a Reading Leadership Team. The Reading Coach works in tandem with principals to ensure that teams understand their role and remain functional. The purpose is communicated through professional development provided by the Reading Coach working in collaboration with the principal. The Reading Leadership Team meets monthly at a minimum and reviews all available data including progress monitoring report and grade distribution. The principal and/or Reading Coach reports the findings of the Reading Leadership Team to the Assistant Superintendent for Instruction. Assessments and the data arrived from them are critical to successful plan implementation, as well. All available data are considered including walkthrough data, progress monitoring results, standardized test, formative and summative assessments, and classroom performance. If the data indicates that there is a problem or any stakeholder (principal, teacher, or parent) identifies an issue related to the Reading Plan or reading instruction, that concern is brought to the attention of the Reading Coach and/or the Assistant Superintendent for Instruction. The degree to which the plan is being implemented is then assessed. If additional professional development or instruction in plan implementation is needed it is provided. If it is determined that the plan itself is flawed in such a way that student needs are not met, the revision process is initiated. The problem-solving steps in place for making decisions based on data include:

- *Identify a problem with precision (eliminate exclusionary factors)
- *Identify goal for change
- *Identify deficiencies and create individualized implementation plan with contextual fit
- *Implement solution with integrity & fidelity
- *Monitor impact of intervention and modify as needed
- *Make summative evaluative decisions

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?

Upon approval of the Comprehensive Evidence-Based Reading Plan, the Assistant Superintendent for Instruction and the Reading Coach work collaboratively to inform principals of the details of the plan. At that time, the specific role and responsibilities of the Reading Coach is also conveyed. During pre-planning, principals, with the help of the Reading Coach, present the plan to their respective faculties. Ensuring that principals and teachers alike are fully aware of the plan's purpose and intent helps to ensure that it is implemented with fidelity. Principals utilize lesson plan review and walkthroughs to determine if instruction is thorough and properly aligned to the purpose of the plan. In the event, it is determined that the plan is not being fully implemented or implemented properly, the root cause and solution is sought. This may involve implementing problem-solving strategies, providing additional professional development, utilizing supports (modeling and coaching) provided by the Reading Coach for specific teachers or specific issue.

Who at the district level supports effective implementation?

The Assistant Superintendent for Instruction and the Reading Coach

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

If student data reflect that the reading plan is not being implemented with fidelity or effectively, the plan is reassessed and problem-solving steps applied. If the problem lies in the content or structure of the plan itself, the plan undergoes revision. If the problem lies in implementation additional professional development is provided. When any stakeholder (principal, teacher, or parent) identifies an issue related to the Reading Plan or reading instruction, that concern is brought to the attention of the Reading Coach and/or the Assistant Superintendent for Instruction. The degree to which the plan is being implemented is then assessed. If additional professional development or instruction in plan implementation is needed it is provided. If it is determined that the plan itself is flawed in such a way that student needs are not met, the revision process is initiated.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Classroom walkthroughs can be highly beneficial in monitoring the implementation of the reading plan and maintaining momentum toward literacy goals. The Assistant Superintendent for Instruction ensures principals are trained on conducting effective walkthroughs. The Reading Coach teaches principals specific "look-fors" in effective reading instruction. Principals discuss the practice of walkthroughs with teachers to inform them of their purpose and to provide reassurance that the primary goal is to improve instruction rather than to evaluate the teacher. They are an integral part of a principal's responsibilities and are done continually. Walkthroughs for the specific purpose of observing reading instruction are done weekly and data is collected. Data collected via principals' reading walkthroughs are shared directly with the Reading Coach and/or Assistant Superintendent for Instruction. Principals and the Reading Coach provide teachers with frequent, meaningful, and actionable feedback. Principals consider all available including walkthrough data, progress monitoring results, standardized test, formative and

summative assessments, and classroom performance to determine if intervention is needed and support the needs of both students and teachers.

Who at the district level supports effective implementation?

The Assistant Superintendent for Instruction

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

If student data reflect that the reading plan is not being implemented with fidelity or effectively, the plan is reassessed and problem-solving steps applied. If the problem lies in the content or structure of the plan itself, the plan undergoes revision. If the problem lies in implementation additional professional development is provided. When any stakeholder (principal, teacher, or parent) identifies an issue related to the Reading Plan or reading instruction, that concern is brought to the attention of the Reading Coach and/or the Assistant Superintendent for Instruction. The degree to which the plan is being implemented is then assessed. If additional professional development or instruction in plan implementation is needed it is provided. If it is determined that the plan itself is flawed in such a way that student needs are not met, the revision process is initiated.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Principals consider all available data including walkthrough data, progress monitoring results, standardized tests, formative and summative assessments, and classroom performance to determine if intervention is needed and to support the needs of both students and teachers. The Reading Coach and Data Scientists are instrumental in assisting principals with data disaggregation and analysis. Teachers administer a variety of assessments and are provided assistance in data disaggregation and analysis. Teachers then select instructional strategies designed to address needs as determined by that data analysis. Professional development and guidance from the Reading Coach is provided to ensure the evidence-based and appropriate strategies are implanted.

Who at the district level supports effective implementation?

The Assistant Superintendent for Instruction and the Reading Coach

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

If student data reflect that the reading plan is not being implemented with fidelity or effectively, the plan is reassessed and problem-solving steps applied. If the problem lies in the content or structure of the plan itself, the plan undergoes revision. If the problem lies in implementation additional professional development is provided. When any stakeholder (principal, teacher, or parent) identifies an issue related to the Reading Plan or reading instruction, that concern is brought to the attention of the Reading Coach and/or the Assistant Superintendent for Instruction. The degree to which the plan is being implemented is then assessed. If additional professional development or instruction in plan implementation is needed it is provided. If it is determined that the plan itself is flawed in such a way that student needs are not met, the revision process is initiated.

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.

Students in grade 3 who score a Level I on the FSA ELA are provided with an intensive Summer Reading Camp. Students attend four half day sessions per week throughout the summer. All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. Teachers will read high-quality, complex text to students during shared reading/read-alouds. While reading of the texts, teachers will employ higher-order questioning and thinking strategies and engage students in collaborative discussions with the complex text. These instructional practices model for students and teach them how to utilize comprehension strategies to understand complex text using the gradual release of responsibility model. Comprehension strategies, as defined by What Works Clearinghouse, are "cognitive routines" that "help readers enhance their understanding, overcome difficulties in comprehending text, and compensate for weak or imperfect knowledge related to the text." As identified in the IES/WWC Practice Guide re Reading Comprehension K-3rd, the strategies have strong or moderate evidence for improving students' comprehension skills. Students' ability to decode, understand word meanings in context (vocabulary), read fluently, and apply comprehension strategies to grade level and complex text impacts their ability to understand, analyze, and apply what they have learned. Evidence-based instructional materials use include FLDOE Portfolio, Benchmark Advance (moderate level with Subject-Specific Standards Score of 4.2 and a Science of Reading Average of 4.8), and i-Ready (Level 2 Moderate <https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact>.)

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

Will the district implement this option?

No

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

NA

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.)

11

Students who demonstrate a reading deficiency in grades K-2

27

Students who score Level 1 in grades 4-5

10

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.)

58%

Students who demonstrate a reading deficiency in grades K-2

68%

Students who score Level 1 in grades 4-5

58%

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.

The District's Read-At-Home Plan was written specifically for the parents of students identified with a substantial deficiency in reading. However, much of the content is beneficial for any reader. Therefore, not only is a copy provided to parents upon identification of their child as one with a substantial deficiency, the plan is also part of the Student Handbook given to every student upon registration and at the onset of each school year. Research suggests reading at home helps children learn to use spoken language, build vocabulary, enhance listening skills, and improve critical thinking. Becoming a proficient reader requires practice. The more time a child spends reading, the better the child performs in school. The Read-At-Home Plan provides parents with specific strategies and tips for working with their child in the home setting by grade level. These strategies incorporate multisensory techniques and address all learning modalities. It addresses ELLs and SWDs. An overview of the six components of reading is included in terms easily understood by parents.

Who at the district is responsible for monitoring this requirement?

The Assistant Superintendent for Instruction and the Reading Coach

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?

Requirements for whole group reading instruction are conveyed to the principals by the Assistant Superintendent for Instruction in person at monthly administrative meetings, as well as by the Reading Coach. Principals are tasked with developing an instructional schedule that utilizes a 90 minute reading block. The district selects an evidence-based reading curriculum and the principal ensures it is implemented with fidelity by utilizing walkthroughs, observations, and lesson plan reviews. The Assistant Superintendent for Instruction evaluates and approves instructional schedules each semester. The Assistant Superintendent for Instruction also approves curriculum selection and periodically conducts classroom walkthroughs and lesson plan reviews to ensure implementation with fidelity.

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

The Assistant Superintendent for 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?

Content-area teachers familiar with the written material and the reading demands of their disciplines are best suited to provide effective literacy instruction therefore the district provides professional development to content-area teachers to better equip them for integrating literacy instruction into their classes. At a minimum, content-area teachers can implement manageable vocabulary and comprehension strategies that complement their existing instructional practices. The Reading Coach is instrumental in providing this training and modeling the use of literacy strategies for content-area teachers. Principals conduct routine walkthroughs and evaluation of lesson plans to ensure literacy strategies are utilized in all classrooms.

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

The Assistant Superintendent for Instruction and the Reading Coach

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

How does the district support and monitor implementation?

Requirements for small group reading instruction are conveyed to the principals by the Assistant Superintendent for Instruction in person at monthly administrative meetings, as well as the Reading Coach. Principals ensure it is implemented with fidelity by utilizing walkthroughs, observations, and lesson plan reviews. Principals meet monthly with the Reading Coach who in turn meets with the Assistant Superintendent of Instruction at least quarterly.

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

Assistant Superintendent for Instruction and the MTSS Coordinator

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.

Curricula are carefully selected to ensure that all six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension) are adequately addressed. Teachers (whether reading endorsed/certified or not) receive professional development in the six areas and how they are related to one another. They are taught effective instructional strategies to address each area. Classroom observations, walkthroughs and the routine review of lesson plans serve to monitor implementation of the strategies. Teachers also receive training in the various types of assessments, when and how to use them, and how to utilize the data derived from these assessments to design instruction that best addresses students' needs. Teachers administer screeners to ascertain if additional diagnostic assessments are needed. Diagnostic assessments help to pinpoint areas of weakness and thus guide teaches. A variety of formative assessments are used to track student progress and locate gaps in knowledge. Tier 1 instruction is that core instruction provided to all students. Such instruction is aligned to the standards and includes accommodations for SWDs and ELLS. Instruction is differentiated to meet the needs of all learners and is delivered in an explicit and systematic manner. Students who demonstrate a need for instruction beyond what is provided at that level are provided immediate interventions. Small group instruction is tailored to meet the specific needs of students and targets

learning gaps. Students in Tier 2 are provided additional opportunities to practice skills and their progress is closely monitored. Some students, however, demonstrate a need beyond those addressed in Tier 2. A more intensive approach is utilized for these students. They receive explicit, systematic, individualized instruction based on their specific needs. Small group instruction is still utilized, but much of the instruction is done one-on-one with a highly qualified teacher endorsed/certified in reading. These students have an individualized monitoring plan to ensure progress is continual.

How does the district support and monitor implementation?

The District provides the necessary support by providing high-quality curricula, text-rich environments, ongoing professional development, and coaching. Core instruction is monitored by the principal through formal observations, classroom walkthroughs, lesson plan review and data analysis. Those teachers and students in Tiers 2 and 3 have the additional benefit of monitoring through the MTSS team.

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

Assistant Superintendent for Instruction and the MTSS Coordinator

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:

RP_21_22_Decision_Trees.pdf
<i>Revised 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.

Students in Tier 1 who are struggling for any reason are placed on a watch list spreadsheet which includes grades, attendance, and progress monitoring data. Monthly MTSS problem-solving meetings are held. The students on the watch list are reviewed and discussed. If deemed appropriate, general interventions and supports are provided. This includes afterschool tutoring, additional instruction, schedule changes, and mentoring. These strategies help to identify students with substantial reading deficiencies more quickly and thus provide structured interventions sooner. In addition, all available student data is continuously monitored. This data includes skills screeners, benchmark assessments, formative assessments, teacher observation data, and standardized tests. The Reading Coach and Data Scientists work collaboratively to analyze pertinent student data as it becomes available.

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?

If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

No

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.

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

NA

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

NA

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:

- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;
- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and
- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

NA