

The School Board of Highlands County



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	Starling, Tina ELA/Reading Specialist starlingt@highlands.k12.fl.us 863-471-5651
Elementary English Language Arts (ELA)	Starling, Tina ELA/Reading Specialist starlingt@highlands.k12.fl.us 863-471-5651
Reading Curriculum	Starling, Tina ELA/Reading Specialist starlingt@highlands.k12.fl.us 863-471-5651
Reading Curriculum	Campbell, Nia Assistant Superintendent of Secondary Education campbeln@highlands.k12.fl.us 863-471-5608
Reading Endorsement	Ball, Carla Human Resources Director ballc@highlands.k12.fl.us 863-471-5732
Professional Development	Conner, Carey Assistant Superintendent of Elementary Education connerc@highlands.k12.fl.us 863-471-5569
Professional Development	Campbell, Nia Assistant Superintendent of Secondary Education campbeln@highlands.k12.fl.us 863-471-5608
Assessment	Layfield, Lorie Assessment and Accountability layfiel@highlands.k12.fl.us 863-471-5571
Data Element	Conner, Carey Assistant Superintendent of Elementary Education connerc@highlands.k12.fl.us 863-471-5569
Data Element	Campbell, Nia Assistant Superintendent of Secondary Education campbeln@highlands.k12.fl.us 863-471-5608
Summer Reading Camp	Conner, Carey Assistant Superintendent of Elementary Education connerc@highlands.k12.fl.us 863-471-5569
Third Grade Promotion	Conner, Carey Assistant Superintendent of Elementary Education connerc@highlands.k12.fl.us 863-471-5569
300 Lowest-Performing Elementary Schools	Conner, Carey Assistant Superintendent of Elementary Education connerc@highlands.k12.fl.us 863-471-5569

Contact	Name, Title, Email, Phone
Secondary ELA	Campbell, Nia Assistant Superintendent of Secondary Education campbeln@highlands.k12.fl.us 863-471-5608

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 contents of the reading plan will be communicated to district administrators (ELL, Migrant, Title I, ESE, Homeless, Elementary Programs, Secondary Programs), school administrators, literacy coaches, and reading leadership team representatives during the superintendent's May administrative meeting.

A summary of the plan, along with a link to the plan, will be provided in the district's quarterly newsletter, following the administrative meeting, to communicate with all classroom instructors and support staff.

A link to the plan is provided to parent and community members through district newsletters and on the district website.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 39%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 50%

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

Four new VPK classrooms are being added across the district for a total of eight, which are located at seven out of ten elementary campuses. Additionally, an early learning resource teacher is being added to our federal programs staff to target and support kindergarten readiness.

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	28	26	27	15	4	20	24	30	20	6
4	31	23	24	17	6	20	24	30	20	6
5	22	30	27	16	4	20	24	30	20	6
6	30	29	19	15	7	25	25	25	17	8
7	39	25	18	12	6	25	25	25	17	8
8	33	26	22	12	7	25	25	25	17	8
9	32	27	21	17	4	25	25	25	17	8
10	31	24	20	17	7	25	25	25	17	8

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.

Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

For each grade, K-2, increase the percentage of students currently scoring at or above the 50th percentile on the i-Ready Reading Diagnostic by 3% this year, from 46% to 49%.

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.

A reading coach will be assigned to each of the 10 elementary schools, with 70% of the coach's salary funded by the Research-Based Reading Instruction Allocation. This totals seven units. Each coach will prioritize the district's K-3 plan for preventing, diagnosing and overcoming substantial deficiencies in reading. The funds will also be used to partially fund a district literacy coach/specialist. Fifty-percent of this position will be funded through the reading allocation for K-3 support. The specialist will be assigned to work with all elementary schools, with a minimum of 50% of the specialist's time prioritized to ensure the district's K-3 reading plan is being implemented with integrity, and to provide tiered support to school administrators, coaches, teachers, and students.

School Literacy Leadership Teams

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

The School Literacy Leadership Team requirement will be communicated to district administrators (ELL, Migrant, Title I, ESE, Homeless, Elementary Programs, Secondary Programs), school administrators, literacy coaches, and reading leadership team representatives during the superintendent's May administrative meeting.

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

School Literacy Leadership Team rosters are submitted to the Main District Reading Contact.

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

The Elementary ELA and Secondary ELA specialists are responsible for supporting and monitoring School Literacy Leadership Teams. The Assistant Superintendent of Elementary Education and Assistant Superintendent of Secondary Education are responsible for 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.

Core reading instruction academy courses will be offered by the district aligned to the requirements of Section 1012.98(4)(b)11., F.S. The courses include a 30-hour face-to-face training facilitated by district ELA/Reading Specialists in the use of explicit, systematic, and sequential approaches to reading instruction, developing phonemic awareness, and implementing multisensory intervention strategies, and a 10-hour practicum, where participants apply their learning in the classroom through tasks and activities that connect instruction, curriculum, and assessment. Participants complete the practicum at their individual school sites, under the guidance of the school-based literacy coach.

Differentiated and intensified professional development by the ELA/Reading district specialists and school-based literacy coaches in the areas of curriculum implementation, effective literacy instruction and/or using assessments to inform instruction is provided for teachers whose i-Ready progress monitoring data is not showing adequate growth as indicated by disaggregated student data, performance appraisal data, or classroom walkthrough data. Principals are responsible for the development of a school-wide PD program that addresses the needs of the instructional personnel at the school. District support and differentiated professional development are aligned to the specific strategies outlined in Goal 1-Academic Success of the district's strategic plan: Use standards-aligned curriculum in all core classrooms, support educators in core subject areas by providing models of effective instruction, and implement a collaborative planning framework. In ELA, this could include PD on curriculum implementation, The Science of Reading, structured literacy, development of formative assessments reaching the full depth of the standards/benchmarks, or developing rubrics to accurately assess student work.

Mentor teachers/model classrooms: Expectations for mentor teachers and model classrooms are for instruction to align with the district's model of effective ELA instruction as outlined in the district's strategic plan. In Grades K-3, decoding and linguistic comprehension is prioritized; while in Grades 4-12, the priority shifts to reading, discussing, and writing in response to grade-level complex text. Professional development tied to the components of effective ELA instruction is provided to school administrators, literacy coaches, and teachers by district ELA Specialists. Guidance documents are shared during the reading plan meeting to support reading leadership teams with the identification of site-based mentor teachers and model classrooms.

Professional development: The implementation of the PLC model is written into the district strategic plan. Additionally, teachers across the district participate in PLCs weekly for a minimum of 40 minutes, to collaborate on what students need to know and be able to do aligned to B.E.S.T. (K-2) and LAFS (3-12) standards, how learning will be measured, and how to support students when they have/have not achieved mastery. Administrators develop a school-based plan for implementation of and monitoring of PLCs.

Differentiated professional development in the PLC model is provided to each school through a partnership with Solution Tree.

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?

Professional development requirements are communicated to district administrators (ELL, Migrant, Title I, ESE, Homeless, Elementary Programs, Secondary Programs), school administrators, literacy coaches, and reading leadership team representatives during the superintendent's monthly administrative meetings. A professional learning platform provides all school and district staff a calendar of professional development offerings. The district ELA/Reading specialists offer trainings based on need, which is communicated by principals at monthly administrative meetings.

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

The Elementary ELA and Secondary ELA specialists along with the Department of Human Resources are responsible for supporting professional development requirements. The HR Manager, along with the Department of Human Resources team, is responsible for monitoring and ensuring compliance of the professional development requirements.

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.?

No

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.

As part of our multi-tiered system of supports (MTSS), the district uses a 4-step Problem Solving Process as a method for identifying, implementing, and evaluating educational solutions that are designed to improve student growth and performance. This process was employed for the selection of schools to receive coaching services and supports.

Step 1: Problem Identification

The district Risk Level ELA worksheets for Diagnostics 1 and 2 i-Ready data, along with FLKRS 2020 and FSA ELA 2019 data were reviewed to determine the need based on student performance data. (FSA ELA 2021 and Diagnostic 3 data will be reviewed when available.) Data was analyzed by school for grade levels with an increased percentage of students at high risk (performance at or below the 20th%ile) for not meeting end of year goals from SY2020-21 and sub-groups of students at moderate to high risk (performance below the 50th%ile). Each of the 9 elementary schools, and our Kindergarten Learning Center showed multiple areas of concern.

A greater problem, however, is the fact that approximately 25% of elementary students received instruction through the district's remote or virtual options during Fall 2020. While teachers worked diligently to transition teaching practices from a face to face learning environment to remote or virtual, this proved nearly impossible when it came to providing explicit, systematic foundational skills instruction for 60 minutes daily, which is outlined in the district's model of effective instruction in Grades K-2.

Step 2: Problem Analysis was conducted using the ICEL/RIOT Matrix.

Instruction – 25% of K-2 students were provided foundational skills remotely or through a virtual platform, so it can be assumed that a majority of these students did not receive explicit, systematic foundational skills instruction for the recommended 60 minutes daily. Multisensory reading instruction/intervention was also limited.

Curriculum – Core instructional materials were used in all grade levels, but had to be modified to support remote learning. The change in formatting may have negatively impacted the integrity of the materials, and pacing was slowed.

Environment – The online-remote learning environment was challenging for teachers and students. Classroom expectations, management, and beliefs/attitudes may have affected the rate of learning for students.

Step 3: Implement Plan – Based on the review of data and the problem analysis, it is determined that all 10 elementary schools will be provided a literacy coach for the 2021-22 school year, partially funded by the Evidence-based Reading Plan, to support K-3 Early Literacy.

Step 4: Response to Intervention (RtI) - Data will be monitored during the 2021-22 school year to determine effectiveness of coaching services and supports.

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?

Requirements are included in the literacy coach job description (which includes the requirement that a coach is reading endorsed or certified) and communicated during monthly principal meetings.

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

Goal 1, Strategy B of the district's strategic plan reads, "Support educators in core subjects to provide effective instruction to all students". This strategy outlines that instructional coaches will spend 80% of their time on tasks aligned to the district's strategic plan and the JRF! Coaching Model, and is routinely addressed during administrative and coaches meetings. Additionally, administrators and coaches are given the requirements outlined in the JRF! Coaching Model.

Literacy coaches work with their administrators to develop and submit a weekly schedule at the start of each nine weeks for approval, aligned to the district and school's strategic plan, and the JRF! coaching model.

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

ELA/Reading Specialists support and monitor coaching schedules.

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

Data is reported and reviewed quarterly by district ELA/Reading Specialists, Assistant Superintendent of Elementary Education, and Assistant Superintendent of Secondary Education.

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

As part of our multi-tiered system of supports (MTSS), the district uses a 4-step Problem Solving Process as a method for identifying, implementing, and evaluating educational solutions that are designed to improve student growth and performance. This process is in place for making decisions regarding coaching time and tasks based on data.

Step 1: Setting the Goal – Literacy coaches will spend a minimum of 80% of their time on tasks driven by student/teacher data and aligned to Goal 1 - Academic Success of district's strategic plan and the JRF! Coaching Model, as evidenced by quarterly coaching schedules.

Monitor data quarterly with district and school teams to identify where support and professional learning should be provided to coaches.

Step 2: Problem Analysis - Identify variables that contribute to the lack of desired outcomes.

Step 3: Implement Plan - Example: Coach may engage in a coaching cycle with district specialist in order to improve practice.

Step 4: Response to Intervention - Data will be monitored during the 2021-22 school year to determine effectiveness of coaching services and supports.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

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

Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
FLKRS	Kindergarten	Screener, Diagnostic	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	Annually
i-Ready	K-8	Screener, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Oral Reading Fluency (ORF)	Grades 1-5	Screener, Progress Monitoring, Diagnostic	Fluency	3 x A Year
CommonLit Interim Assessments	Grades 9-12	Screener, Progress Monitoring	Vocabulary, Comprehension	3 x A Year
FSA	Grades 3-10	Summative	Comprehension	Annually
Achieve 3000	Grades 9-12 Intensive Reading	Progress Monitoring	Vocabulary, Comprehension	3 x A Year
DAR-2	Grades 6-12 Intensive Reading	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
95% Group	Grades K-5 students receiving Targeted/ Intensive Intervention	Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month, Monthly
AimsWeb	Tier 2 & Tier 3 students K-12	Progress Monitoring	Phonological Awareness, Phonics, Fluency	2 x A Month, Monthly

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 Superintendents of Elementary and Secondary Education
District ELA/Reading Specialists

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

District-adopted instructional materials in Grades K-2 meet the criteria for alignment to standards and research-based practices for foundational skills instruction on Gateway 1: Standards and Research-based Practices and Gateway 2: Implementation, Support Materials, and Assessment according to edreports.org. Materials provide systematic and explicit instruction in concepts of print, letter identification, phonological awareness and phonics. Grades K-3 materials align to The Simple View of Reading, by prioritizing both decoding and linguistic comprehension.

Additionally, materials and district developed Structures of the Literacy Block guidance documents are grounded in the Science of Reading. Scarborough's Rope provides the framework for the district developed Structure of the Literacy Block, spotlighting word recognition and language comprehension in Grades K-2. In Grades 3-12, skilled reading through grade-appropriate complex texts is the priority of

reading instruction, which is demonstrated through fluent execution of word recognition and text comprehension. The district developed Grade 3, Grades 4-5, Grades 6-8, and Grades 9-12 Structure of the Literacy Block documents guide teachers to work within the framework for providing evidence-based reading instruction.

Ongoing analysis of classroom walkthrough data at the district and school level ensure instruction in each classroom is systematic, explicit, and evidence-based.

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

Teachers participate in professional learning communities (PLCs) driven by DuFour's "four questions" for a minimum of 40 minutes weekly to effectively plan the implementation of curriculum, develop common formative assessments, review and respond instructionally to student data, and differentiate student learning needs. School administrators prioritize PLC time in the master schedule with common planning or paid out of contract time. During PLCs, bi-weekly school level, teacher created, formative assessments are developed aligned to the LAFS standards in Grades 3-12, and B.E.S.T. benchmarks in Grades K-2. School administrators participate regularly in core PLCs to support continuous improvement guided by the "four questions". District ELA/Reading Specialists and Assistant Superintendents of Elementary and Secondary Education closely support school leadership and grade-level teams in this school improvement effort.

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

NGCAR-PD is facilitated by the district ELA/Reading Specialists, in collaboration with district content specialists, annually for content-area teachers.

In addition, content-area instructional practice guides (IPG) have been developed to articulate the vision for skillful teaching and learning in science and social studies/literacy for teachers and those that support teachers. As a component of each guide, teachers are directed to prepare lessons and reflect on instructional practices tied to literacy in content: 1) Is the lesson focused on a high quality text (or multiple texts)?; 2) Does the lesson employ questions and tasks that are text dependent and text specific?; and 3) Are all students given the opportunity to engage in the work of the lesson?

District content specialists and instructional coaches walk classrooms using the IPG to provide essential feedback on classroom teaching and learning.

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

The district ELA/Reading Specialists meet regularly literacy coaches and school administrators monthly, and district administrators weekly. Implementation concerns/expectations may be addressed during these meetings, as appropriate.

In addition, the Superintendent and Assistant Superintendents of Elementary and Secondary Education meet with school administrators twice per year individually. Implementation concerns may be addressed at this time, as appropriate.

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.

Following the approval of the K-12 Reading plan, the district will utilize the JRF! K-12 Comprehensive Evidence-Based Reading Plan District Self-Reflection Tool to evaluate the degree to which each of the elements of the approved plan was executed: leadership, assessment, curriculum, instruction, intervention, professional development. A survey will be sent out to collect individual input from teachers, literacy coaches and administrators at the school level. During the Spring 2022, reading leadership teams will collaborate with the district to collect evidence, provide ratings, and identify elements in need of improvement and strategies to increase literary outcomes for students.

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:

Self Reflection Tool.pdf
<i>Self Reflection Tool</i>
Document Link

School-Level Monitoring of Plan Implementation

School-level implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

School administrators and literacy coaches monitor plan implementation monthly during faculty meetings and regular participation in ELA/reading PLCs which occur weekly. School administrators also meet bi-weekly with literacy coaches to ensure compliance with the reading plan.

A district-level tiered system of support is in place to ensure effective plan implementation at each school. Three times per year, following each ELA progress monitoring assessment, schools discuss strengths and areas of growth toward the reading plan goals with the district ELA/Reading specialists and assistant superintendents. Targeted support is provided according to need, and additional data is collected to monitor progress, when applicable.

Who at the district level supports effective implementation?

District ELA/Reading Specialists
Assistant Superintendents of Elementary and Secondary Education

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

District ELA/Reading Specialists meet with Assistant Superintendents of Elementary and Secondary Education weekly to discuss components of the reading plan. Areas in need of improvement are identified during data collection, classroom observations, and collaboration alongside school administrators, literacy coaches, school literacy leadership teams, and teachers are discussed weekly, and a plan to improve implementation is established.

A district-level tiered system of support is in place to ensure effective plan implementation at each school. Three times per year, following each ELA progress monitoring assessment, schools discuss strengths and areas of growth toward the reading plan goals with the district ELA/Reading specialists and assistant superintendents. Targeted support is provided according to need, and additional data is collected to monitor progress, when applicable.

Additionally, classroom walkthrough data is collected at the district and school-level, reported electronically, and reviewed regularly on the following core actions: HIGH-QUALITY TEXTS, HIGH-QUALITY QUESTIONS AND TASKS, STUDENT OWNERSHIP, and READING FOUNDATIONS.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

The following standard of practice for weekly reading walkthroughs is established at each school and communicated to each administrator: 1) Monthly through classroom walk-throughs with the school administrator and assistant superintendent, 2) Monthly through classroom walk-throughs with the school administrator, district ELA/reading specialist, and literacy coach, and 3) Weekly through classroom walk-throughs with the school administrator and literacy coach

Classroom walkthrough data is submitted electronically by district ELA specialists and school literacy coaches, and trend data is shared monthly by the district ELA/Reading Curriculum Specialists during literacy coaches' meetings and school administrators' meetings.

Who at the district level supports effective implementation?

District ELA/Reading Specialists
Assistant Superintendents of Elementary and Secondary Education

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

The Instructional Practice Guide (IPG), which articulates the vision for skillful literacy teaching and learning, is used to collect information on classroom observations.

The IPG for ELA/Literacy is grounded in the following core actions: 1) High-quality texts: Is the lesson focused on a grade level high-quality text (or multiple texts)? 2) High-quality questions & tasks: Does the lesson employ questions and tasks, both oral and written, which integrate the BEST/LAFS standards and build students' comprehension of the text(s) and its meaning? 3) Student ownership: Are students responsible for doing the thinking in the lesson? 4) Reading foundations: Does instruction explicitly and systematically provide all students with the opportunity to master foundational skills?

Classroom walkthrough data collected from the core actions is submitted electronically by district ELA specialists and school literacy coaches, and trend data is shared monthly by the district ELA/Reading Curriculum Specialists during literacy coaches' meetings and school administrators' meetings. Areas in need of improvement identified during classroom walkthroughs are discussed, and a plan to improve implementation is established.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

District data chats are conducted 3 x year, following i-Ready and CommonLit diagnostic/progress monitoring assessments. District and school Risk Level ELA worksheets are used following Diagnostic 1 to determine instructional and intervention need based on student performance data. Following Diagnostics 2 and 3, Risk Level ELA worksheets are used to determine student response to instruction/intervention at the district and school level and adjust intervention and support needs of students.

Following the district data chats, principals conduct school-level data chats to determine intervention and support needs of students at the classroom level. Decision Trees and MTSS ELA Resource Maps support school leaders to select evidence-based interventions aligned to a student's targeted area of need, in response to student performance data.

Teachers share additional data with school administrators and literacy coaches during quarterly progress monitoring meetings according to the assessment and reading components assessed (i.e., oral language, phonological awareness, phonics, fluency, vocabulary, comprehension). When appropriate, administrators and literacy coaches share grade/school/district-level assessment data with teachers and support staff.

Who at the district level supports effective implementation?

District ELA/Reading Specialists
Assistant Superintendents of Elementary and Secondary Education

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

District ELA/Reading Specialists meet with Assistant Superintendents of Elementary and Secondary Education weekly to discuss components of the reading plan. Areas in need of improvement are identified during data analysis are discussed as appropriate and a plan to improve implementation is established.

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.

Voyager Passport(ESSA Evidence STRONG - https://www.voyagersopris.com/docs/default-source/essa/essa_flyer_passport_2019_final.pdf?sfvrsn=dbb339e5_2) will be used for 3rd Grade Reading Camp. 95% Group Blueprint for Intervention Phonics Chip Kits (ESSA Evidence MODERATE - <https://www.95percentgroup.com/evidence-research>) will be used to remediate foundational skills. Teachers utilize whole group, small group, independent reading and i-Ready online instruction (ESSA Evidence PROMISING - <https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-i-Ready-meets-ESSA-Federal-Funding-Requirements.aspx>) across three hours of reading daily.

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.

Summer school will be provided for students in grades K-2 demonstrating a reading deficiency. 95% Group Phonics Booster Bundle Summer School Edition will be used to differentiate instruction, address gaps and help students master key phonics skills. To address language comprehension, a Core Knowledge Listening and Learning Domain (ESSA Evidence MODERATE - <https://go.info.amplify.com/hubfs/CKLA/PDFs/Striving%20Readers%20Flyer.pdf>) will be used to build oral language, vocabulary, and listening comprehension skills. Teachers utilize whole group, small group, independent reading and i-Ready online instruction across three hours of reading daily.

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.)

256

Students who demonstrate a reading deficiency in grades K-2

718

Students who score Level 1 in grades 4-5

0

Percentage of Students Attending Summer Reading Camp

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

28%

Students who demonstrate a reading deficiency in grades K-2

26%

Students who score Level 1 in grades 4-5

0%

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.

To support parents of students identified with a substantial deficiency in reading, the district will utilize the Just Take 20 Initiative to increase family engagement in literacy and support reading at home. The ELA/Reading Specialist will partner with School Literacy Leadership Teams to support and monitor implementation through a monthly newsletter (to be sent home with students), which integrates resources found in the Just Take 20 For Families along with resources to extend learning according to science, social studies, literature, and the arts topics being studied in the classroom.

Who at the district is responsible for monitoring this requirement?

ELA/Reading Specialist
Assistant Superintendent of Elementary Education

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 identification and intervention decision trees, along with a district model of effective ELA instruction have been developed and are communicated to principals via the district strategic plan implementation, Reading Plan Webinar, and monthly admin meetings. This includes a minimum of 90-minutes uninterrupted reading instruction daily for all students. District adopted instructional materials in ELA/Reading include whole group instruction utilizing a structured literacy approach. This includes explicit, systematic teaching focused on the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. Classroom walkthroughs are conducted district and school administrators and coaches to support and monitor implementation.

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

ELA/Reading Specialist
Assistant Superintendent of Elementary Education

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

District adopted instructional materials include knowledge domains in K-5 that use series of texts to systematically build knowledge in the areas of social studies, science, literature, and the arts within and across grade levels. In grades K-2, read-alouds are used to build background knowledge and vocabulary aligned to domains of study, while in Grades 3-5, materials include domain specific student readers. Social studies topics include Colonial Towns and Townspeople (Kindergarten), Frontier Explorers (Grade 1), Westward Expansion (Grade 2), Early Explorations of North America (Grade 3), The American Revolution (Grade 4), and Native Americans (Grade 5). Science topics include Plants (Kindergarten), Animals and Habitats (Grade 1), Cycles in Nature (Grade 2), Astronomy (Grade 3), Geology (Grade 4), and Chemical Matter (Grade 5). The arts are integrated throughout social studies, science, and literary units, in addition to a unit of study on the Renaissance in Grade 5.

District developed instructional pacing guides (in collaboration with teachers and literacy coaches) support teachers in the implementation of materials. Classroom walkthroughs are conducted district and school administrators and coaches to support and monitor implementation.

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

ELA/Reading Specialist
Assistant Superintendent of Elementary Education

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

How does the district support and monitor implementation?

The district identification and intervention decision trees, along with a district model of effective ELA instruction have been developed and are communicated to principals via the district strategic plan implementation, Reading Plan Webinar, and monthly admin meetings. District adopted instructional materials in ELA/Reading include small group instruction. Classroom walkthroughs are conducted district and school administrators and coaches to support and monitor implementation.

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

ELA/Reading Specialist
Assistant Superintendent of Elementary Education

Florida's Revised Formula For Success - Part B

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

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

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

District-adopted core instructional materials, combined with supplemental materials when necessary, provide explicit instruction in each of the six components of reading in Grades K-12, as appropriate to each grade level. Materials are provided for each classroom teachers, and the district ELA/Reading Specialist collaborates with school-based literacy coaches and teachers to develop curriculum pacing guides to support teachers in the implementation of materials.

Models of effective ELA/Reading instruction that include the structure of a reading block are provided for all teachers, along with differentiated professional development in their implementation.

Common screening, progress monitoring, diagnostic, and summative assessments are utilized across the district, to monitor students' literacy growth and achievement. Data analysis is conducted following common assessments at the district and school level, and instruction is adjusted based on performance/growth results. Formative assessments and rubrics are developed by teachers during weekly PLCs, to accurately assess student work toward mastery of the ELA benchmarks and standards, and adjust classroom instruction accordingly.

District and school administrators, coaches, and MTSS teams are trained on ELA instruction and intervention in a multi-tiered system of support (MTSS). ELA/Reading Specialists work with school teams to support implementation of Core instruction, Tier 2 intervention, and/or Tier 3 interventions aligned to Florida's Revised Formula for Success and the district model. District MTSS ELA Resource Maps, Risk Level worksheets, and Decision Trees serve to support schools in the successful implementation of the MTSS process.

How does the district support and monitor implementation?

The district supports implementation of Florida's Revised Formula For Success through ongoing, differentiated professional development for district administrators, school administrators, literacy coaches, teachers, and support personnel. This support occurs formally through professional development offerings, monthly administrator meetings, and monthly literacy coaches, as well as informally through targeted feedback and support following classroom observations using the Instructional Practice Guide (IPG) for literacy and/or foundational skills instruction.

Additionally, the district supports schools through the development of guidance documents to be used as a resource for administrators, coaches, teachers, and support personnel. These include, but are not limited to curriculum pacing/instructional guides, MTSS ELA Resource Maps, decision trees, risk level data analysis documents, models of effective instruction, and content-specific IPGs. Decision Trees and MTSS ELA Resource Maps support school leaders to select evidence-based interventions aligned to a student's targeted area of need, in response to student performance data.

The district monitors implementation by walking classrooms weekly, analyzing IPG data that is submitted by school-based literacy coaches monthly, participating in grade-level/content-area professional learning communities (PLCs), and conducting data chats.

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

ELA/Reading Specialists

Assistant Superintendents of Elementary and Secondary Education

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:

Highlands_Decision_Tree_K-5_SY21-22.pdf
<i>Highlands K-5 Decision Tree</i>
Document Link
Highlands_Decision_Tree_6-8_SY1-22.pdf
<i>Highlands 6-8 Decision Tree</i>
Document Link
Highlands_Decision_Tree_9-12_SY21-22.pdf
<i>Highlands 9-12 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.

Following the Fall administration of district screening/diagnostic assessments, student data is disaggregated into risk levels. Students at highest risk represent those scoring at or below the 20th %ile nationally, and are identified as having a substantial deficiency in reading.

Following the Winter and Spring administration of progress monitoring assessments, student data is disaggregated into risk levels. Students at highest risk represent those scoring at or below the 20th %ile nationally, and are identified as having a substantial deficiency in reading.

During quarterly progress monitoring meetings, formative assessment data is reviewed at the school level in the areas of phonological awareness, phonics, vocabulary, reading fluency, and reading comprehension. Students performing at or below the 20th %ile in one or more areas school-wide are identified as having a substantial deficiency in reading.

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.

Yes

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.

At Fred Wild Elementary, 150 minutes of reading instruction is provided within the school day.

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

The district offers reading endorsement training and models of effective core reading instruction training to teachers and instructional leaders. At Fred Wild Elementary, the goal is to have all instructional personnel certified or endorsed in reading. The school ensures that any teacher working with Tier 3 students is reading endorsed or certified.

Students at all grade levels at Fred Wild increased from the first iReady ELA diagnostic assessment to the third iReady ELA diagnostic assessment in SY 18-19, and from the first to the second assessment in SY 19-20. This indicates that the standards-aligned curriculum and standards-aligned pacing guide is primary in the instruction of reading at Fred Wild and the instructional staff, whether reading certified/endorsed or not along with the support of the instructional leaders (administration and reading coach) are implementing the content of the curriculum with fidelity and consistency. iReady data for SY 20-21 will be analyzed at the conclusion of the final diagnostic testing window to ensure instructional staff are demonstrating effectiveness in teaching reading.

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.

Recommendations from the following What Works Clearinghouse IES Practice Guides are utilized to accelerate progress of students exhibiting a reading deficiency: Assisting Students Struggling in Reading, Foundational Skills to Support Reading for Understanding, Improving Reading Comprehension in Kindergarten Through 3rd Grade, Teaching Elementary School Students to be Effective Writers, Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, and Improving Adolescent Literacy. The recommendations established in each of the guides offer specific evidence-based

recommendations that address the development of one or more of the following areas: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

One recommendation that offers a strong body of evidence, and is highly utilized, is to teach students how to use reading comprehension strategies. There are 10 studies that have demonstrated positive effects on reading comprehension when reading comprehension strategy instruction is provided. Examples of effective reading comprehension strategies taught using a gradual release of responsibility framework include questioning, comprehension monitoring, drawing inferences, and summarizing. A second recommendation that is highly utilized is to teach students to identify and use the text's organizational structure (narrative and informational) to comprehend, learn, and remember content.

The reading instruction delivered in this additional hour complements the 90 minute core reading instructional block, and provides flexible, small group instruction designed to offer extensive opportunities for guided practice, error correction, and feedback. For students at a higher risk of not meeting end of year benchmarks, more time in explicit, systematic instruction on up to three foundational skills or vocabulary and comprehension development will be provided. Explicit instruction in small groups involves more teacher-student interaction, including frequent opportunities for student practice and comprehensible and specific feedback. Core Knowledge Language Arts Assessment and Remediation Guides (Grades K-3), Core Knowledge Language Arts Decoding and Encoding Remediation (Grades 4-5), i-Ready Tools for Instruction (K-5), Ready Florida Reading (Grades 4-5), and 95% Group Blueprint for Intervention are used to provide this instruction.

Core Knowledge Language Arts K-5 systematically builds knowledge within and across grades levels through domains of study in science, history, and literature. The additional hour of reading instruction will include text sets selected to support the close reading, discussion, and writing in response to texts that accelerate content-area learning. Domain-specific vocabulary in addition to general academic vocabulary instruction are explicitly targeted and developed across several days using a variety of instructional activities. Within these units of study, frequent opportunities for extended discussion allow students to practice the language they are learning, and provide formative information for the teacher on the degree to which students are understanding and processing the content. Once students have processed their ideas orally, tasks require students to demonstrate their understanding by writing in response to reading.