

Holmes District School Board



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	Ward, Melissa Instructional Administrator wardm@hdsb.org 185054793411238
Elementary English Language Arts (ELA)	Ward, Melissa Curriculum Coordinator wardm@hdsb.org 850-547-3631
Secondary ELA	Brooks, Penney Curriculum Coordinator brooksp@hdsb.org 850-836-4242
Data Element	Callahan, Medea Federal Program Coordinator callahanm@hdsb.org 850-547-6674
Professional Development	Price, Pamela Instructional Administrator pamela.price@hdsb.org 185054793411238
Reading Endorsement	Price, Pamela Instructional Administrator pamela.price@hdsb.org 185054793411238
Reading Curriculum	Price, Pamela Instructional Administrator pamela.price@hdsb.org 185054793411238
Assessment	Price, Pamela Instructional Administrator pamela.price@hdsb.org 185054793411238
Summer Reading Camp	Price, Pamela Instructional Administrator pamela.price@hdsb.org 185054793411238
Third Grade Promotion	Price, Pamela Instructional Administrator pamela.price@hdsb.org 185054793411238
300 Lowest-Performing Elementary Schools	Price, Pamela Instructional Administrator pamela.price@hdsb.org 185054793411238

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.

Holmes K-12 Comprehensive Evidence-based Reading Plan will be placed on our district website. Upon placing it on our website we will send out an announcement on our district app and social

media sites to notify all stakeholders. We will share an overview of our plan at our initial School Advisory Council meetings held at each school in the fall of 2021. Prior to sharing with our parents and community members of the District Literacy Team will meet with each school to review the district reading plan to explain it and answer questions.

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 40%

Goal for Plan Year

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

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

Holmes has met with kindergarten teachers to review the FLKRS assessment and plan the most appropriate way to assess our students so that our data is more accurate. We have reviewed the district's VPK end of the year data to see where our students were and have used that information to begin planning for small group instruction.

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	26	17	3	10	10	50	20	10
4	31	23	25	16	6	15	10	35	25	15
5	21	34	27	16	3	10	10	45	25	10
6	29	26	24	14	6	10	10	40	20	10
7	28	31	21	17	3	10	10	45	25	10
8	21	29	29	16	5	10	10	45	25	10
9	27	26	22	18	7	10	10	40	25	15
10	29	31	22	15	3	10	10	50	20	10

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 grades K-5 we will be using i-Ready as our progress monitoring tool. We have quarterly scheduled meetings with Curriculum Associates to provide professional development for our teachers to review data, plan for small groups and learn how to pull the best resources for our students from the i-Ready Toolbox.

*Our K-2 goal is to increase our students' progress final monitoring by 6% this school year moving us from 64% of our students being on or above grade level to 70% of our students being at or on grade level.

*Our 3-5 goal is to increase our students' progress final monitoring by 8% this school year moving us from 52% of our students being on or above grade level to 60% of our students being at or above grade level.

In grades 6-12 we will be using Exact Path as our progress monitoring tool. We have quarterly scheduled meetings with Edmentum to provide professional development for our teachers to review data, plan for small group instruction and learn how to use the remedial online resources in Exact Path and Study Island to support our students academic growth. We are also providing professional development for all grade levels on the Florida B.E.S.T. Standards for ELA for our ELA and Reading teachers provided by our state regional literacy director and Panhandle Area Educational Consortium.

*Since we are moving to a new progress monitoring system in grades 6-12 we are not certain how our previous progress monitoring scores will compare, but we have established our goals based on Exact Path data.

*Our goal for 6-12 is to have 60% of our students earning a scale score that places them at meeting their grade level proficiency.

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.

Our district has prioritized our reading allocation funding to provide supplemental materials for our K-3 students who are targeted as Tier 2 or Tier 3 students. We are planning to purchase remedial materials that

have a strong evidence base of helping students meet grade level expectations. We will be training our teachers on how to use these materials in their small group group instruction. We will also use funding to provide professional development to our K-3 teachers in how to best implement their newly adopted reading curriculum to ensure that the program is implemented with fidelity.

School Literacy Leadership Teams

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

Principals are sent emails, and told about school literacy leadership team responsibilities during district principal meetings. This information is also shared with each school's curriculum/reading coordinator through emails and monthly meetings.

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

Pamela Price, Instructional Administrator

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

Pamela Price, Instructional Administrator

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.

-Holmes District will provide professional development which includes training to help teachers understand the science of reading which includes integrating oral language, 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. Teachers will be provided the opportunity for professional development in multisensory reading intervention through Reading Endorsement Competencies, the State Regional Literacy Director, and the Panhandle Area Educational Consortium.

-Holmes District will differentiate and intensify professional development for teachers based on progress monitoring data with intensity increased for those teachers whose progress monitoring data is not showing adequate growth.

-Holmes District identifies mentor teachers and establishes model classrooms within the schools. Instructions for selecting mentors is in the district mentor packet for all principals and teachers to review. Qualifications are also reviewed yearly during summer principal trainings on the selection of mentors. Guidelines for selecting and visits to “in building” model ELA classrooms are addressed during summer principal trainings.

-Holmes District ensures that time is provided for teachers to meet weekly for professional development. Holmes Provides teachers with time weekly to meet together for professional development including lesson study and PLCs.

-Holmes District will provide training on all new ELA curriculum and progress monitoring during the 2021-22 school year.

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?

Principals are sent emails, and told about upcoming trainings during monthly district principal meetings. This information is also shared with each school's curriculum/reading coordinator at their monthly meetings. Guidelines for allowing grade level/content area common planning times daily are addressed during summer principal trainings.

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

Pamela Price, Instructional Administrator is responsible for monitoring professional development requirements and 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.?

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.

FSA ELA spring 2019 and FSA ELA Spring 2020-21 along with progress monitoring data was reviewed at the district level to determine our schools with the greatest needs. All of our schools are Title I schools and will receive some funding from the allocation to support their reading programs.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B**Requirements of the Just Read, Florida! Coaching Model**

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

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

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

Yes

If no, please attach the evidence-based model the district is using.

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Principals are sent emails reminders, and told about curriculum/reading coordinator roles and responsibilities during district principal meetings. This information is also shared with each school's curriculum/reading coordinator during summer training.

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

The Data Scientist is working with Curriculum Coordinators to review data at each school to determine individual student needs and course placement for the 2021 school year. Curriculum Associates and Edmentum will be working with the District Literacy Team, Data Scientist and Curriculum Coordinators to provide training on data review and guidance on how to work with teachers to develop action plans.

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

Pamela Price, Instructional Administrator

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

Quarterly

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

1. Identify key area of weakness
2. Data targeting (based on area)
3. Insights to action

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

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

Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
STAR Early Literacy	Kindergarten	Screeners	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
i-Ready	K-5	Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
FLKRS	Kindergarten	Progress Monitoring	Oral Language	Monthly
Oral Reading Fluency (ORF)	1-5	Progress Monitoring	Fluency	2 x A Month
QuickRead Assessments	Tier 2 and Tier 3 students	Progress Monitoring	Fluency, Comprehension	3 x A Year
STAR Reading	Bonifay K-8 and Ponce de Leon Elementary Schools grades 1-5	Progress Monitoring	Vocabulary, Comprehension	3 x A Year
Edmentum - Exact Path	6-12	Progress Monitoring	Fluency, Vocabulary, Comprehension	3 x A Year
PAST	Tier 2 and Tier 3 students	Progress Monitoring	Oral Language, Phonological Awareness	2 x A Month
Tyner Screener	K-2		Phonics	

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?

Pamela Price, Instructional Administrator

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

The district administrator works with principals and curriculum/reading coordinators to ensure that the state approved curriculum is being implemented at each school. The district uses instructional practices and curriculum that are evidence based as documented on the What Works Clearinghouse and Evidence for ESSA. Administrators and Curriculum Coordinators will conduct weekly walk-throughs to monitor and support evidence-based reading instruction.

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

The district administrator works with principals and curriculum/reading coordinators to ensure that formative assessment data is being used to differentiate instruction at each school. School based leadership and grade level teams meet to review data and determine students in need of Tier 2 and Tier 3 interventions based off of the steps for decision making provided in the district decision trees. Data chats are being conducted at the school level and differentiated instruction is fluid and changing daily as these chats occur.

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

Curriculum Coordinators and ELA teachers will work with content area teachers during weekly professional development opportunities. Coordinators and ELA teachers share strategies and model in content area classrooms. These conversations encourage teacher collaboration and planning to ensure students' needs are met.

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

The district administrator works with principals and curriculum/reading coordinators to ensure that the K-12 Reading Plan is being implemented at each school. Individual classes are discussed, if students are not showing improvement during the course of the year. Curriculum Coordinators will work with teachers to develop plans of support for students.

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.

The Instructional Administrator will meet quarterly with each School Leadership Team which includes administrators, literacy coaches, and teachers. During these meetings they will evaluate the elements of the K-12 Reading Plan. Areas in need of improvement and strategies to increase literacy outcomes for students will be discussed at the final quarterly meeting. The leadership team will evaluate trends that are occurring at the school level to help support student achievement.

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?

Classroom walkthrough data will be reviewed in the first semester and with follow-up as needed with school leadership teams. Teacher evaluation effectiveness ratings will be reviewed at the beginning of the second semester. District Reading Plans will be reviewed during monthly principal meetings to ensure that they are being used to drive effective instruction in our schools.

Who at the district level supports effective implementation?

Pamela Price, Instructional Administrator

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

The School Leadership Team will review data collected during administrator classroom walkthroughs and progress monitoring data. The school based team meets with teachers after each progress monitoring assessment to determine students in need of improvement and to identify students that need additional interventions and support.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Classroom walkthrough data will be reviewed in the first semester and with follow-up as needed with school leadership teams. Teacher evaluation effectiveness ratings will be reviewed at the beginning of the second semester.

Who at the district level supports effective implementation?

Pamela Price, Instructional Administrator

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

Principals contact the Instructional Administrator when areas in need of improvement are identified during classroom walkthroughs. The Instructional Administrator then contacts the State Regional Literacy Director for guidance on providing professional development opportunities to improve instruction.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

The School Literacy and Intervention Teams are the same at each school. These teams will meet after each Progress Monitoring Assessment with teachers to look at progress monitoring data. The teams will look at data to determine if students are making adequate growth. They will use information collected during classroom walkthroughs and data meetings to ensure effective implementation of interventions.

Who at the district level supports effective implementation?

Instructional Administrator, Pamela Price

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

At the School Literacy/Intervention Team Meeting following each progress monitoring assessment data, is reviewed to determine areas where students are not making adequate growth. Information from this meeting and observations from classroom walkthroughs will be used to identify areas in need of improvement for effective implementation.

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.

All Grade 3 students who score a level 1 or level 2 on the statewide standardized assessment for ELA are provided the opportunity to attend the Summer Reading Camp. A highly effective teacher who is reading endorsed or certified provides evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The instruction materials include;

McGraw Hill, Wonders - Evidence is Promising for ESSA

<https://s3.amazonaws.com/e-commerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/essa-evidence-for-wonders.pdf>

QuickReads - Evidence is Strong for ESSA

SRA, Reading Mastery - <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/418>

i-Ready - Evidence is Promising with Favorable Effects for ESSA

http://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf

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

Will the district implement this option?

No

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

N/A

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.)

30

Students who demonstrate a reading deficiency in grades K-2

0

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

0%

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.

Holmes School District believes that parental involvement in student learning is extremely important. FLDOE's Parent Guides for Florida B.E.S.T. Standards and parent guide connection book list will be disseminated to parents. Parent events will be held to help parents understand academic language and strategies for supporting their child with the foundational strand to meet the needs of the traditional beginning reader and expanded to include remediation for secondary. After schools receive state results and/or the first progress monitoring results that identifies a student with a substantial deficiency in reading the school literacy team and classroom teacher meets with the parent to review their students data and develop a Read-At-Home plan. The office of Early Learning website address is shared with all of the districts voluntary PreK parent so that they can access the parent pages and family resources. All families are provided the link for Just Read Florida's "Just Take 20 for Families" and resources from the "Just Take 20" website will be sent home monthly to families to encourage literacy activities.

Who at the district is responsible for monitoring this requirement?

Pamela Price, Instructional Administrator
Melissa Baxley, Media Director

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 is responsible for providing training of the core materials and the materials that are used in the supplemental intervention instruction. Curriculum Coordinators at the school model effective strategies for whole group instruction. Information collected in weekly classroom walkthroughs are discussed with the instructional administrator during quarterly meetings with the school principal.

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

Pamela Price, Instructional Administrator

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

How does the district support and monitor implementation?

The core reading program contains text that are 50% fictional and 50% non-fictional. Each classroom is provided Civics Literacy texts that are listed in the B.E.S.T ELA standards.

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

Pamela Price, Instructional Administrator

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

How does the district support and monitor implementation?

The district is responsible for providing training of the core materials and the materials that are used in the supplemental intervention instruction. Curriculum Coordinators at the school model effective strategies for small group instruction. Information collected in weekly classroom walkthroughs are discussed with the instructional administrator during quarterly meetings with the school principal.

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

Pamela Price, Instructional Administrator

Florida's Revised Formula For Success - Part B

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

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

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

The district will provide professional development on Florida's Revised Formulas for Success during school level bi-weekly grade level meetings during the month of September along with our State Regional Literacy Director. The school based Leadership Teams will meet monthly to implement and support the the multi-tiered system of supports framework. Leadership Teams will identify students that need additional interventions both academically and behaviorally and work with the district MTSS resource to ensure that teachers are implementing appropriate interventions.

How does the district support and monitor implementation?

The district will provide professional development with guidance from the State Regional Literacy Director and the Panhandle Area Educational Consortium. The district will use information collected from principals and curriculum coordinators during walk-throughs and observations. Curriculum coordinators also work closely with the Data Scientist and MTSS Resource to determine effectiveness of intervention implementation. The district will implement Branching Minds to support teachers in collecting data and providing interventions for Tier 2 and 3 students. The district will hold monthly meetings with Curriculum Coordinators to support local needs and to help monitor the implementation at each school.

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

Pamela Price, Instructional Administrator

Medea Callahan, Data Scientist

Summer Alford, MTSS Resource

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:

Holmes_Decision_Trees.pdf
<i>Holmes Decision Trees, K-5, 6-8 and 9-12</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.

Curriculum Coordinators help teachers identify Tier 2 and Tier 3 students during data chats using i-Ready, STAR data, Tyner Screener and Exact Path data. Schools give the following assessments to further identify reading deficiencies starting with the PAST for phonological awareness assessment, QuickRead assessments for fluency and comprehension and/or ORF assessments. The multiple data points help to address the specific reading deficiencies. Teachers are given support and training for the best intervention options to help and support their students.

300 Lowest-Performing Elementary Schools

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

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

No

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

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

N/A

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

N/A

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

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

N/A