

School District of Indian River 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	Myhre, Richard Assistant Superintendent of Curriculum & Instruction richard.myhre@indianriverschools.org 772-564-3014
Elementary English Language Arts (ELA)	Hammler, Karin ELA Elementary Specialist karin.hammler@indianriverschools.org 772-564-3120
Secondary ELA	Hammler, Karin Karin Hammler ELA Specialist karin.hammler@indianriverschools.org 772-564-3202
Reading Endorsement	Lord, Colleen Colleen Lord, Director of Educator Quality colleen.lord@indianriverschools.org 772-564-3000
Reading Curriculum	Baysura, Kelly Director of Academic Success kelly.baysura@indianriverschools.org 772-564-3067
Assessment	McMahon, Brian Coordinator of Accountability and Research brian.mcmahon@indianriverschools.org 772-564-3033
Data Element	Baysura, Kelly Director Academic Success kelly.baysura@indianriverschools.org 772-564-3027
Summer Reading Camp	Baysura, Kelly Director of Academic Success kelly.baysura@indianriverschools.org 772-564-3067
Third Grade Promotion	Baysura, Kelly Director of Academic Success kelly.baysura@indianriverschools.org 772-564-3067
300 Lowest-Performing Elementary Schools	Baysura, Kelly Director of Academic Success kelly.baysura@indianriverschools.org 772-564-3067

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.

SDIRC communicates the contents of the Comprehensive Evidence-Based Reading Plan to all stakeholders using a variety of methods. The information within this plan is shared with all administrators and coaches during a district led leadership meeting. SDIRC will also use the plan as the ongoing foundational work with our Instructional Coaches throughout the year. Additionally, the district monitors the work described in this plan during ongoing points throughout the school year, which lends itself to additional communication and clarifications around the components of the reading plan.

The plan is also shared with stakeholders by posting on the SDIRC 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 58%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 65%

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

SDIRC will provide a "Step Into Kindergarten" program for approximately 19% of our incoming kindergarten student during the summer to provide an additional summer learning opportunity for students who have already completed VPK.

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	17	23	34	20	6	15	20	35	22	8
4	22	24	26	20	8	19	22	27	22	10
5	18	27	28	20	8	15	24	29	22	10
6	24	24	21	23	8	20	21	24	25	10
7	29	25	22	17	7	25	21	24	20	10
8	23	24	26	17	10	20	21	27	20	12
9	27	26	20	20	7	24	22	22	22	10
10	25	29	20	19	8	21	25	22	22	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%).

The goal for the 2021-2022 school year is to ensure that 70% of students in grades K-2 score at or above the 50th percentile on the final administration of the I-Ready Reading.

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.

SDIRC will prioritize the use of the Research-Based Reading Plan to support K-3 students with a substantial deficiency in reading by utilizing 100% of the allocation(minus the proportional share to charters) to emplace K-3 Reading Intervention teachers (who are certified or endorsed in reading) to provide intensive reading interventions to qualifying students at the traditional SDIRC schools who demonstrate the most need based off each school's proportional share of total district population of student K-3 students identification in section (12) of this plan.

School Literacy Leadership Teams

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

The requirement is communicated in the following ways:

Reignite – The SDIRC School Improvement professional development planning session.

Monthly Principal and Assistant Principal professional learning sessions.

Collaborator - The weekly SDIRC online informational bulletin distributed to all employees.

Monthly Instructional Coach professional learning sessions.

Periodic Department Chair professional learning sessions.

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

Kelly Baysura, Director of Academic Success

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

Richard Myhre, Assistant Superintendent of Curriculum and Instruction

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.

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;

Sondy representatives provided a 1-day initial implementation training; follow-up support will be provided by District Literacy Specialists and school-based Literacy coaches.

District, Administrators, Coaches and teachers will be trained in the adopted curriculum of Amplify CKLA K-5 (which includes the required literacy components) prior to the school year beginning with follow up support throughout the school year from Curriculum Representatives, District Literacy Specialists, and Literacy Coaches.

State Regional Literacy Directors are working collaboratively with the District Literacy Specialists to roll out the new BEST standards (K-12) and provide training on the science of reading.

Structured Literacy courses will be offered by District Literacy Specialists in cooperation with FDLRS Galaxy.

Universal Design for Learning training will be delivered, through a train the trainer model, by Literacy Coaches on each school campus.

Differentiate and intensify professional development for teachers based on progress monitoring data;

District Literacy Coaches and school-based literacy coaches will provide differentiated and intense professional development to teachers based on progress monitoring data.

Literacy Coaches will play a vital role in delivering professional development on demand during collaborative planning sessions and data chats.

Initial DIBELS assessment training will be provided by District Literacy Specialists and supported by school-based literacy coaches.

On-going school-based training and support will be provided by iReady representatives.

Training will be provided in Collaborative Planning, Differentiated Instruction, Formative Assessments, and Engagement Strategies

Identify mentor teachers and establish model classrooms within the school :

Model classrooms will be established at each school via the support of literacy coaches which will provide live learning space to demonstrate highly effective instructional practices. In the event a specific instructional practice is not able to be modeled at a school due to a lack of capacity, the opportunity to visit a school with an established model classroom will be presented either by release time or a virtual demonstrations such as a recording or live feed.

Monthly Mindset Mondays will provide an opportunity for teachers to share best practices in an "after hours" collaborative learning space.

SDIRC will ensure that all mentor who provide direct support to new teachers have completed Clinical Ed Training

Ensure that time is provided for teachers to meet weekly for professional development.

Revised master schedule to ensure that teachers have time with literacy coaches in collaborative planning weekly.

Each school provides the district a schedule that allots time each week to ensure both collaborative planning and professional development can occur in conjunction with Instructional Coaches

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?

The professional development requirements will be communicated through: the Collaborator on-line SDIRC newsletter; Frontline, our professional development platform; monthly principal professional learning sessions; the PD calendar which is posted online; and additional email lists as necessary.

The SDIRC monthly professional learning sessions are comprised of 4 hours of structured and systemic non-evaluative learning walks where principals host each other to build their capacity to observe and provide feedback on early literacy instruction. The second half of the day is spent providing growth in other domains of instructional leadership.

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

Dr. Colleen Lord, Director of Educator Quality

Charter Schools

Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?

Yes

Literacy Coaches

Literacy Coaches - Part A

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;
- highly effective rating on most recent available evaluation that contains student achievement data;
- experience as successful classroom teachers;
- knowledge of evidence-based reading research;
- special expertise in quality reading instruction and infusing reading strategies into instruction;
- data management skills;
- strong knowledge base in working with adult learners;
- excellent communication skills; and
- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

In alignment with the requirement to prioritize the use of the Research-Based Allocation for K-3 students with substantial deficiencies in reading, SDIRC does not use any portion of the allocation for coaches.

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?

Although SDIRC does not use the Reading Allocation for literacy coaches, our coaches continue to follow the JRF! model.

Principals are trained in the coaching model and expectations each summer at Reignite, an Administrative Summit. Follow up training and reinforcement is given throughout the year at administrator monthly PD meetings. Dr. Lord and team meets with administrators and coaches at the beginning of the school year to discuss expectations and goals regarding the coach's role and responsibilities.

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?

Coaches meet twice a month with district staff for professional development in literacy and best practices, data analysis, next steps and goal setting, coaching, etc. At every opportunity, these sessions are co-facilitated with the State Regional Literacy Directors.

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

Dr. Colleen Lord, Director of Educator Quality

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

Coaches complete a weekly coaching log that is uploaded into the District Teams page. Dr. Lord and the curriculum and instruction team review these documents on a regular basis. Literacy Specialists support coaches within the school sites monthly to every other month based on higher need.

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

Coaches and administrators complete a rubric 3x's a year that address the coach's roles, responsibilities and impact of teacher and student growth. Next steps and goal setting is conducted at the end of each of those meetings and reviewed at the beginning of the follow-up meeting.

District Literacy Specialists support coaches on school sites in adhering to 80% of coaching time and tasks to be coaching in classrooms, collaboratively planning and data analysis.

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?
i-Ready	K-8	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
DIBELS	K-2	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency	3 x A Year
District Developed Assessment	3-10	Progress Monitoring	Vocabulary, Comprehension	Quarterly
Intervention Program Progress Monitoring	K-5	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	2 x A Month
Achieve 3000	9-12	Progress Monitoring, Formative Assessment, Diagnostic	Comprehension	3 x A Year

District-Level Monitoring - Part B

Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

Richard Myhre Asst. Superintendent of Curriculum and Instruction

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

Along with the adoption of Amplify, SDIRC will continue the use of our instructional feedback cycle, known locally as Impact Reviews, which occur three times a year, to evaluate the fidelity of implementation of our adopted systematic and explicit reading instructional materials.

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

Using Power BI, we create consistent, ongoing data meetings that drill down data from the district, to school, to grade, and then to classroom level. Additionally, this data is filtered in a variety of ways, including race, ethnicity, subgroup data to support our students. Coaches will ensure at the weekly collaborative planning sessions that the data is used by each teacher to refine lesson plans and provide differentiated instruction at all Tiers of support.

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

As we implement Amplify CKLA, our curriculum maps in other areas will also be amended to include a natural integration of content area texts which match the topical coverage areas found within each model of Amplify. Through this cohesive alignment of subject areas students will deepen their vocabulary, comprehension ability, and background knowledge.

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

Methods for Identifying concerns regarding the implementation of the K-12 Reading Plan include informal observational data of reading classrooms and the formal Instructional Review Cycle. Concerns regarding the fidelity of implementation of the K-12 Reading Plan will be shared with and addressed by the Asst. Superintendent of Curriculum and Instruction at our monthly principal professional learning sessions, as well as at district led data meetings which are held after each Impact Review. Depending on the severity of the concern schools have been, and will continue to be, required to complete an action plan to be submitted to the Superintendent to appropriately address the concerns.

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.

Prior to the annual submission of the K12 Reading Plan, stakeholders from each group participate in a planning session to receive feedback on the current plan. This input guides necessary changes, to the plan. For the 2020-2021 plan, the most impactful feedback from this group was to ensure adequate support for coaches and teachers is provided on the implementation of the B.E.S.T. standards and our new ELA curriculum as SDIRC has a well established progress monitoring system, numerous certified or endorsed teachers, and well structured coaching model.

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:

K-12_CERP_district_Self-Reflection_Tool_4-28-21_FINAL-Indian_River.pdf
<i>SDIRC Self Reflection</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?

SDIRC will implement a system of weekly collaborative planning between teachers, coaches, and administrators. An integral part of these meetings is the review of both formative and summative assessment data along with any local progress monitoring. Lesson plans will include sections which specify how the teacher will differentiate instruction to remediate any gaps in learning. As part of this process administration and coaches will each visit classrooms weekly to ensure what is planned is implemented.

Who at the district level supports effective implementation?

At bi-monthly meetings with coaches, and monthly meetings with administration a reflection of implementation will be conducted with the Director of Educator Quality, Director of Academic Success and Assistant Superintendent of Curriculum and Instruction.. District staff will visit all schools three times per year to observe what is implemented.

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

For schools that demonstrate a concern during the Impact Reviews, an additional plan will be required of the school and district staff will once again visit the school to ensure the corrective action has been implemented and the reading plan is being implemented as designed by the district, and approved by JRF!

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

SDIRC will implement a system of weekly collaborative planning between teachers, coaches, and administrators. As part of this process administration and coaches will each visit classrooms weekly to ensure what is planned is implemented and will utilize a literacy "look-for" checklist to ensure the science of reading is being fully executed within each classroom. Classrooms which are not demonstrating evidence of implementation will be given additional coaching.

Who at the district level supports effective implementation?

At bi-monthly meetings with coaches, and monthly meetings with administration a reflection of implementation will be conducted with the Director of Educator Quality, Director of Academic Success and Assistant Superintendent of Curriculum and Instruction.. District staff will visit all schools three times per year to observe what is implemented.

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

For schools that demonstrate a concern during the Impact Reviews, an additional plan will be required of the school and district staff will once again visit the school to ensure the corrective action has been implemented and the reading plan is being implemented as designed by the district, and approved by JRF!

Use of data to determine interventions - Part C**What process is in place to ensure effective implementation?**

SDIRC has developed a Powerbii dashboard in which the criteria from the Decision Trees list in Section (11)c are entered. This enables all levels to immediately monitor whether students are appropriately scheduled into an intervention section. Interventions will be observed in the same manner as other classrooms to ensure that effective instruction is delivered, and if a need to provide further assistance is identified, the teacher will be provided coaching support.

Who at the district level supports effective implementation?

The Director of Educator Quality, Director of Academic Success and Assistant Superintendent of Curriculum and Instruction, along with the district data team provide extensive support to all school sites.

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

SDIRC has established periodic data review convening which are comprised of all district senior leadership and school principals. Using powerbii dashboards all relevant school data is reviewed in order to identify any and all areas of concern.

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.

SDIRC will ensure that all students required to attend a SRC due to scoring a Level 1 on the FSA per s. 1008.25(7) are provided a teacher who is certified or endorsed in reading. Students participating in this instruction will be provided the same evidence-based interventions as specified in the decision trees to meet their individual needs which includes Lexia Core5, Iready, LLI, Wilson:

<https://ies.ed.gov/ncee/wwc/FWW/Results?filters=Literacy>

<https://www.schools.utah.gov/file/2616b67e-5c51-4c43-a361-23779571cee9>

<https://www.winsorlearning.com/files/PDF/IDA-Matrix-of-Multisensory-Language-Programs.pdf>

<https://www.lexialearning.com/why-lexia/our-approach/evidence-for-essa>

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.

SDIRC will not utilize the Reading Allocation to provide a summer reading camp to K-2 students. Although certain K-2 students may participate in extended learning opportunities through the summer.

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.)

206

Students who demonstrate a reading deficiency in grades K-2

459

Students who score Level 1 in grades 4-5

511

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.)

55%

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.

A unique Canva link will be shared with families as well through both our school and district website:
https://www.canva.com/design/DAEca2hhWOA/9Qv_L3oJv7VIF6zg1xG83w/view

SDIRC partners with the Learning Alliance which offers supports for at home learning, virtual tutoring, after school camps, as well as summer reading opportunities. They extend Sunday tutoring beyond the school day, on weekends and during the summer.

As passed by HB3, SDIRC will provide information to parents whose student is demonstrating a substantial deficiency in reading of the availability to apply for the New Worlds Reading Initiative to receive books at home.

SDIRC will also post the following links provided by FLDOE on our website.

http://www.fldoe.org/core/fileparse.php/12087/urlt/FI_ParentGuide_ELA_K.pdf

http://www.fldoe.org/core/fileparse.php/12087/urlt/FI_ParentGuide_ELA_G1.pdf

http://www.fldoe.org/core/fileparse.php/12087/urlt/FI_ParentGuide_ELA_G2.pdf

http://www.fldoe.org/core/fileparse.php/12087/urlt/FI_ParentGuide_ELA_G3.pdf

Who at the district is responsible for monitoring this requirement?

Kelly Baysura, Director of Academic Success

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 Elementary ELA specialist and two district literacy specialists will support coaches and administrators at each school to provide professional development to teachers at each school on the implementation of our core adopted material, Amplify CKLA, which includes an evidenced based sequential approach to the science of reading. As the content of these lessons contains an explicit-systematic delivery of foundational reading skills at the core level, it will be imperative to ensure that teachers remain on pace and deliver the whole group instruction at grade level and are not tempted to "lower the bar" during this time; there will be ample time in the day to deliver evidenced based interventions for students in need of remediation. Support will be provided during weekly collaborative planning sessions to ensure daily lessons are delivered appropriately. Administrators and coaches will monitor this instruction in classes weekly, and the district level staff will provide support through our Impact Review Process which is conducted at all schools three times a year. Schools identified as needing additional support will receive targeted training by the district to ensure teachers at that school are prepared to deliver the whole group instruction as required by 6A-6.053 F.A.C.

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

Karin Hammler, Elementary ELA Specialist supports and monitors this requirement and reports the monitoring to Kelly Baysura, Director of Academic Success and Richard Myhre Assistant Superintendent of Curriculum and Instruction.

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

How does the district support and monitor implementation?

Through the adoption of the Amplify CKLA curriculum which include social studies, science, and the arts, SDIRC will provide students with text to increase their background knowledge and vocabulary. Additionally, books sets for each grade level based on the state's K-12 Civics Literacy Booklist Prioritization Chart will be provided to schools.

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

Karin Hammler, Elementary ELA Specialist supports and monitors this requirement and reports the monitoring to Kelly Baysura, Director of Academic Success and Richard Myhre Assistant Superintendent of Curriculum and Instruction.

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

How does the district support and monitor implementation?

The Elementary ELA specialist and two district literacy specialists will support coaches at each school to provide professional development to teachers at each school on differentiated instruction and

provide support during weekly collaborative planning sessions. An evaluation of formative assessment data will be conducted at weekly collaborative planning sessions which will include classroom assignments as well as recent progress monitoring data as available. These data points will be utilized to identify skills and groupings to be targeted during the small group instruction as part of the 90 minute block which will continue to support the core lessons delivered in the whole group sessions. As part of the weekly walkthroughs coaches and school administrators will monitor for implementation, and three times a year the district will monitor as a process is established to ensure what is expected is being conducted.

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

Karin Hammler, Elementary ELA Specialist supports and monitors this requirement and reports the monitoring to Kelly Baysura, Director of Academic Success and Richard Myhre Assistant Superintendent of Curriculum and Instruction.

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.

All ELA classes will have an uninterrupted 90-minute Tier 1 instructional block, in addition an extra 30 minutes for Tier 2 and 30 minutes for Tier 3 instruction where only reading certified or reading endorsed teachers will provide Tier 3 instruction. The Amplify CKLA Curriculum encompasses all six components of reading for Tier 1 instruction and has targeted intervention to address reading deficits. In order to reach all students SDIRC will also provide professional development to all reading teachers to ensure they incorporate the UDL framework into their daily lessons and classrooms. As an added assurance, each elementary school is provided a K-3 Reading Intervention Teacher to specifically work with Tier 3 students. Teachers are trained in the district approved, evidence-based intervention programs and receive ongoing support from Literacy Coaches and District Literacy Specialists. Ongoing progress monitoring for student success will be implemented and monitored in all Tiers.

How does the district support and monitor implementation?

The Elementary ELA specialist and two district literacy specialists will support coaches at each school to provide professional development to teachers at each school on Florida's Formula for success along

with the State Regional Literacy Directors, and provide support during weekly collaborative planning sessions to ensure daily lessons are delivered appropriately.

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

Karin Hammler, Elementary ELA Specialist supports and monitors this requirement and reports the monitoring to Kelly Baysura, Director of Academic Success and Richard Myhre Assistant Superintendent of Curriculum and Instruction.

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:

SDIRC_Decision_Tree3.pdf
<i>SDIRC Decision Tree 3</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.

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's decision trees
- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's decision trees.
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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.

Yes, per our Master Scheduling Guide all 300 lowest performing elementary schools provide 150 minutes of instruction within the school day. This is done through a 120 minute ELA block, along with a 30 minute block for additional intensive reading instruction at another point within the day for all students.

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

Our schools are staffed with a K-2 literacy coach, a K-3 interventionist and in some locations a 3-5 literacy coach

for additional intensive reading instructional supports. SDIRC

All intensive reading interventions are provided by teachers and coaches who are certified or endorsed in reading using evidence-based curriculum and strategies Teachers and Coaches are evaluated with Marzano's focused evaluation model. This coaching model keeps the focus on high yield strategies, standards-based instruction and educator growth. All literacy coaches are reading endorsed or certified.

Additionally, our

teachers and interventionists receive ongoing monthly professional development on explicit, multi-sensory, direct instructional strategies combined with a renewed focus on foundational literacy skills via Literacy Matrix and AIM Pathways professional learning.

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.

Depending on the individual student needs, intensive reading instruction during this time will incorporate a balance between the evidenced based reading interventions referenced, and in alignment, to the decision trees and a furtherance of the social studies, science and writing in response to reading incorporated as part of the supplementary materials provided as part of the new instructional materials adoption Amplify CKLA that ordinarily would not be able to be covered in the regular 90 minute block.