

Lafayette District Schools



2021-22 Reading Plan

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals	3
Budget	6
School Literacy Leadership Teams	7
Professional Development	8
Charter Schools	9
Literacy Coaches	10
District-Level Monitoring of Plan Implementation	13
School-Level Monitoring of Plan Implementation	17
Summer Reading Camp	19
Parent Support through a Read-At-Home Plan	21
Assessment, Curriculum, and Instruction	22
Identification of Students with a Substantial Reading Deficiency	26

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	Hingson, Alissa Director of Teaching and Learning Services ahingson@lcsbmail.net 386-294-4137
Elementary English Language Arts (ELA)	Clark, Stephen LES Principal sclark@lcsbmail.net 386-294-2882
Secondary ELA	Hancock, Stewart LHS Principal shancock@lcsbmail.net 386-294-1701
Reading Endorsement	Hingson, Alissa Director of Teaching and Learning Services ahingson@lcsbmail.net 386-294-4137
Reading Curriculum	Hingson, Alissa Director of Teaching and Learning Services ahingson@lcsbmail.net 386-294-4137
Professional Development	Hingson, Alissa Director of Teaching and Learning Services ahingson@lcsbmail.net 386-294-4137
Assessment	Hingson, Alissa Director of Teaching and Learning Services ahingson@lcsbmail.net 386-294-4137
Data Element	Hingson, Alissa Director of Teaching and Learning Services ahingson@lcsbmail.net 386-294-4137
Summer Reading Camp	Newman , Lisa LES Assistant Principal lnewman@lcsbmail.net 386-294-2882
Third Grade Promotion	Clark, Stephen LES Principal sclark@lcsbmail.net 386-294-2882

300 Lowest-Performing Elementary Schools

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

The district communicates the contents of its Comprehensive Evidence-Based Reading plan to all stakeholders in a variety of ways. First, the district holds meetings with the school leadership teams to share and retrieve information in writing the reading plan. Once completed and state approved, the

district shares it with school leadership teams in a meeting. School leadership teams then disseminate the reading plan's contents to faculty, staff and parents during school level PLC meetings, and Title I parent and family engagement activities. The reading plan is discussed at the district staff meeting, informing all district level leaders on the contents. The reading plan is advertised for approval by the Lafayette County School Board. This gives a public forum for stakeholders to receive information and ask questions. The district's state and school board approved reading plan is posted on the district's website and on the Florida DOE 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 53%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 57%

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

The district purchased the district's pre-kindergarten classes new curriculum (FROG Street). The pre-school teachers were given training in the planning and implementation of the new curriculum. There was also professional development given by TATS for best practices with teaching students with disabilities in the pre-K classroom. The principal also conducts data chats with the pre-K teachers to monitor students progress, to identify needs, and to formulate a plan to meet those needs. In addition, to this, the district participated in the Rising K and ESSER grants by offering an afterschool program for our incoming kindergartners to have additional academic instruction to assist in closing their achievement gap that may have happened due to school closures in spring of 2020.

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	14	23	32	26	5	12	20	35	23	10
4	30	17	23	20	10	12	20	35	23	10
5	26	16	33	16	9	25	15	30	20	10
6	19	25	23	22	12	24	16	35	16	9
7	15	24	30	13	17	15	24	27	22	12
8	19	31	31	13	6	13	24	30	15	17
9	30	21	26	16	7	17	29	34	14	6
10	20	17	26	27	10	26	22	29	16	7

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%).

Kindergarten: waiting on progress monitoring data to be collected

1st Grade: On iReady the 1st graders were at 6% red, 77% yellow, 17% green on the first diagnostic of the 2021-2022 school year, by the end of the school year on the 3rd diagnostic the district's goal is for the 1st grades to score 0% red, 25% yellow, 75% green.

2nd Grade: On iReady the 2nd graders were at 12% red, 54% yellow, 33% green on the first diagnostic of the 2021-2022 school year, by the end of the school year on the 3rd diagnostic the district's goal is for the 1st grades to score 0% red, 25% yellow, 75% green.

District Budget for Research-Based Reading Instructions Allocation

Budget

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

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

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

The district is prioritizing K-3 students with substantial reading deficiencies in the use of its Research Based Reading Instruction Allocation funds, by using the majority of the funds to provide a highly qualified reading coach to serve and support these students and their teachers and Tier 3 Reading Interventionists to teach Tier 3 students.

School Literacy Leadership Teams

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

These requirements were communicated face to face to principals in a Comprehensive Evidence Based Reading Plan meeting held February 3, 2021 at LES and LHS. They will continued to be communicated at leadership team meetings.

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

The Director of Teaching and Learning Services

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

The Director of Teaching and Learning Services

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.

June 2021 a team of 10 (1 lead teacher from each grade level (K-5), 1 science teacher, 1 math teacher, 1 reading coach, and 1 administrator) will attend the NEFEC Summer Literacy Institute. This team will deliver the PD that they attend this summer to the other instructional staff members K-5 during grade level common planning times, pre-planning and/or other professional development days.

The State Regional Literacy Director (Lindsey Harrison) will provide professional development and supports within our schools. She has already delivered Foundational Skills Training to all teachers 2nd-12th grades. This training will be continued and supported by the SRLD and our reading coaches at the schools in all grade levels.

Administrators, teachers and staff will attend literacy professional development that is provided by North East Florida Education Consortium and Just Read Florida! This includes NEFEC's summer institutes, rural connect meetings during the school year, JRF! Summer Reading Institutes and JRF! Regional summits.

ELA B.E.S.T. Standards training and professional development will be on-going in grades K-12, helping teachers to understand, to plan with, and to implement these standards in their classrooms beginning the 2021-2022 school year. This will be led by administrators and reading coaches.

K-5 teachers have contracted with Core Connections for professional development in teaching writing. This professional development includes direct teaching, modeling, observation, and feedback. It is aligned to the ELA B.E.S.T. Standards.

6-12th ELA/Reading teachers will participate in an in-depth ACT ELA English and Reading training the summer of 2021. They will use this knowledge to host an ACT boot camp, and to implement into their classroom instruction.

6-12th teachers participate in an ELA Professional Learning Community each school year. The focuses of this year's ELA PLC will be accurately implementing the ELA B.E.S.T. Standards, Tier 2 and Tier 3 reading instruction at the secondary level (small group instruction and foundational skills).

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?

These requirements were communicated in a face to face meeting to principals in a Comprehensive Evidence Based Reading Plan meeting held February 3, 2021 at LES and LHS. They will continued to be communicated at leadership team meetings.

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

The Director of Teaching and Learning Services

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.

Lafayette County Schools has 2 schools. One elementary school and one middle/high school. It was determined that the elementary school has the greatest needs based on the student in K-3 that have substantial reading deficiencies.

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?

These requirements were communicated in a face to face meeting to principals in a Comprehensive Evidence Based Reading Plan meeting held February 3, 2021

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 Director of Teaching and Learning Services is an active member of each school's Literacy Leadership team. The Director of Teaching and Learning Services coordinates with the reading coaches on the agendas for each meeting. The director has conversations and planning sessions with the reading coaches and principals in the professional development and coaching needed at each school based on the needs that the data shows.

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

The Director of Teaching and Learning Services

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

Minimum of Quarterly

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

Problem Identification
Problem Analysis
Plan development
Plan implementation
Plan evaluation

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

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

Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FLKRS	Kindergartners	Screener, Progress Monitoring, Formative Assessment, Summative	Oral Language	3 x A Year
FSA	3rd-10th graders	Screener, Summative	Vocabulary, Comprehension	Annually
i-Ready	Kindergarten - 5th grade	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Picture Vocabulary Test and/or Expressive Vocabulary Test	Tier 2 or Tier 3 students as needed	Formative Assessment, Diagnostic	Oral Language, Vocabulary	Annually
i-Ready	Kindergarten - 5th	Progress Monitoring, Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
i-Ready	Kindergarten - 5th grade	Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Cambium Adaptive Progress Monitoring	6th-12th	Progress Monitoring, Formative Assessment	Fluency	Monthly
DIBELS	K-5 Tier 2 and Tier 3 students	Formative Assessment, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
District Developed Assessment	K-12	Formative Assessment, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
Diagnostic Assessment of Reading (DAR)	K-12 Tier 2 or Tier 3 students as needed			

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?

The Director of Teaching and Learning Services

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

Weekly reading walkthroughs by administrators; data chats with teachers facilitated by principals and reading coaches; Literacy Leadership Team meetings; training for all staff in foundational skills;

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

The process of using formative assessment data to differentiate reading instruction is modeled in the data chat meetings with teachers. This practice is modeled as a way of work for school teams, and is set as an expectation for teachers in their planning of instruction. In conversations with teachers discussing the progress of their students, data is the driving force of the conversation. Formative assessment data is the evidence used to show who needs intervention in which areas of reading, and also in choosing which supplemental reading instruction/strategies are needed to meet the students' deficiencies.

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

To incorporate literacy instruction into content areas to build discussions of text in order to deepen understanding intentional literacy based professional development with content area teachers will be implemented on the district professional development days. The district reading coaches, with assistance from administrators and the SRLD will create, and implement this PD. This PD will increase content area teachers knowledge in the use of foundational skills to help decoding on content area vocabulary words, as well as text based reading strategies that they can use with students to increase the depth of understanding of text in the content areas.

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

Concerns are communicated during the school level MTSS/Literacy Leadership Team meetings. Principals will communicate concerns with grade level groups, or individual teachers with concerns with specific classrooms.

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 district's plan to monitor the plan implementation relies heavily on the participation of the School Literacy Leadership Team. The Director of Teaching and Learning Services (district level staff that is responsible for implementation of the plan) is an active member of each school's Literacy Leadership Team. The results of student achievement data is a large factor in the evaluation of the implementation of the reading plan. If our student proficiency scores and learning gains (using summative and progress monitoring assessments) are increasing then we will know that our plan is working. The student data reveals successes and weaknesses in our plan. The team will use this data to drive our work and making decision in the areas of assessment, curriculum, instruction, intervention, professional development and family engagement. As the data shows areas that need to be developed we will use the problem solving process in order to make improvements.

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?

The process in place to ensure effective implementation of the reading plan at each school is that principals are communicated the requirements of the reading plan in meetings with the Director of Teaching and Learning Services annually. The principals and the reading coaches are active members in the development of the reading plan as it pertains to their school and grade level spans. The principals ensure that teachers have the common planning time and time in their instructional schedules to teach reading at the Tier 1, 2, and 3 levels. The principals are active members of the School Literacy Leadership Team that engage in data analysis that leads to the problem solving method when weaknesses are discovered. Principals are a critical piece of the ensuring that the implementation of the plan is completed with fidelity.

Who at the district level supports effective implementation?

The Director of Teaching and Learning Services

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

The team will use the following problem solving process to improve the identified area in need of improvement.

- Problem Identification
- Problem Analysis
- Plan development
- Plan implementation
- Plan evaluation

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Weekly walkthroughs will be conducted by administrators. Findings of the weekly walkthroughs are discussed at the School Literacy Leadership Team meetings. Teacher observation data along with student data will be used to problem solve needs whether is be professional development, change of intervention, curriculum, instructional strategies, etc.

Who at the district level supports effective implementation?

The Director of Teaching and Learning Services

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

The data collected during the weekly walkthroughs is discussed within the Literacy Leadership Team meetings. The team will use the following problem solving process to improve the identified area in need of improvement.

- Problem Identification

Problem Analysis
Plan development
Plan implementation
Plan evaluation

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

The use of data to determine interventions is done in conjunction with the teacher and the reading coach (MTSS Coordinator). The reading coach/MTSS Coordinator facilitates the conversation with teachers about students in the need of interventions. Together they analyze data, choose interventions, create methods of monitoring the progress of the students, and evaluate if the intervention is working sufficiently. The principal works closely with the reading coach/MTSS Coordinator. Through conversations and observations the principal ensures that this process is working effectively for teachers and students.

Who at the district level supports effective implementation?

The Director of Teaching and Learning Services

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

The team will use the following problem solving process to improve the identified area in need of improvement.

Problem Identification
Problem Analysis
Plan development
Plan implementation
Plan evaluation

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.

The district will meet the requirements for Summer Reading Camps by providing evidence-based explicit, systematic reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension to grade 3 students who score Level 1 on the Florida Standards Assessment for ELA. This instruction will be provided by a highly effective teacher who is also endorsed in reading. The evidence-based instructional materials that will be utilized include REWARDS: REWARDS Strong; Read Works: Repeated Readings, Comprehension, vocabulary instruction, Individualized Instruction Moderate Evidence, – John Hattie Effect Size; iReady: Promising Research Support for Ready and ESSA; Promising iReady; Sequential Phonics: Phonics Instruction, Individualized Instruction Moderate Evidence – John Hattie Effect Size; QuickReads: Repeated Reading Program, Individualized Instruction Moderate Evidence – John Hattie Effect Size; and multisensory literacy activities: In accordance to 6A-6.053 multisensory activities are an appropriate intervention. John Hattie's high yield instructional strategies will be used in conjunction with the instructional materials to provide evidence-based reading

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

Will the district implement this option?

No

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

NA

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

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

13

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.)

16%

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.

The district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading is to encourage students in parents to spend at least 20 minutes per day engaged in reading/and or other literacy activity. The schools reading coaches will coordinate with teacher of students who are substantially deficient in reading and ensure these students have a variety of literature/texts to use at home through several sources: classroom libraries, school libraries, partnership with the local library online library app, book trade set up in cafeteria, and magazines/newspapers. The reading coaches will use resources from the Just Read Florida! Take 20 website and other resources to send home ideas for parents to engage with their children in literacy activities. These activities will be promoted through paper copies sent home with students, emailed school newsletters, school website, and PTO Facebook Pages.

Who at the district is responsible for monitoring this requirement?

The Director of Teaching and Learning Services

Assessment, Curriculum, and Instruction

Requirements - Part A

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

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

How does the district support and monitor implementation?

The district supports whole group instruction utilizing evidence-based sequence of reading instruction by providing professional development to reading teachers, creating schedules that honor dedicated, uninterrupted block of time for reading instruction. The district provides reading coaches to mentor and model for teachers to help them teach reading. This is monitored by walkthroughs to observe whole group instruction, lesson plans, schedules, student data, and conversation to promote this way of work.

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

The Director of Teaching and Learning Services

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

How does the district support and monitor implementation?

The district supports the use of texts to increase students' background knowledge and literacy skills in social studies, science and the arts, by allocating funds to purchase texts, providing professional development in best use of text to deepen knowledge, and other resources. The district provides reading coaches to mentor and model content area teachers in using reading in the classroom. This is monitored by walkthroughs to observe reading in the content area instruction, lesson plans, schedules, student data, and conversation to promote this way of work.

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

The Director of Teaching and Learning Services

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

How does the district support and monitor implementation?

The district supports small group differentiated instruction in order to meet individual student needs by providing professional development to reading teachers in small group instruction, creating schedules that allow for small group instruction, additional support staff to assist in small group instruction, supplemental resources to use to differentiate instruction based on students' needs. The district provides reading coaches/MTSS Coordinators to assist teachers in analyzing data, identifying needs, choosing sources for intervention, and then evaluating the process. This is monitored by walkthroughs to observe small group instruction, lesson plans, schedules, student data, and conversation to promote this way of work.

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

The Director of Teaching and Learning Services

Florida's Revised Formula For Success - Part B

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

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

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

The district ensures that students K-12 are taught all six components of reading by providing professional development for teachers, purchasing curriculum and resources that are aligned, monitoring lesson plans, and implementation of reading instruction through walkthroughs to ensure that all six components of reading are being taught with fidelity. The district uses a variety of assessments that assess the six components of reading to collect accurate data to analyze to identify students' success and needs for intervention. The district uses screeners, progress monitoring/formative assessments, diagnostics, and summative assessments. Screeners, progress monitoring and summative assessments are administered to all of our students. This data is used to evaluate our Tier 1 curriculum/instruction at the school level, grade level, classroom/teacher level, all the way down to the student level. The School Literacy Leadership Team analyzes screener, progress monitoring and summative data to look for areas of success and weakness. Areas of success can be used for modeling and mentoring. Areas of weakness are analyzed further using the problem solving method to identify the problem and try solutions to make improvements in areas of curriculum, instruction, scheduling, intervention, etc. This data also shows school teams, including the teachers, what students are not making progress. With these students we used diagnostic assessment to dig deeper to pin point areas of concern so that a

intervention plan can be created for the student. Standards based Tier 1 instruction is provided to all students. Students who show that they need extra support in order to be successful with Tier I instruction is given Tier 2 standards based instruction in addition to Tier 1 in order to provide extra instruction and practice with the students learning gaps as shown by data. This Tier 2 instruction is provided in smaller groups. For students who show substantial deficiencies in reading Tier 3 instructions is provided to them in addition to Tier 2 and Tier 1 instruction. Tier 3 instruction is provided in smaller groups, and pinpoints learning gaps specific to each student. This intensive reading intervention instruction is provided by a reading certified/endorsed teacher. Progress monitoring and summative assessment are used to monitor student proficient and growth towards closing the learning gaps.

How does the district support and monitor implementation?

The district support and monitoring the implementation of the Florida's Revised Formula for Success by communicating to principals and reading coaches at the school level to ensure requirements are understood. Supports also include being an active member of the School Literacy Leadership team to help analyze data and problem solve. The district also provides funds for personnel and resources to ensure the plan can be implemented with fidelity.

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

The Director of Teaching and Learning Services

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:

Lafayette_County_School_District_K-12_Reading_Decision_Trees.pdf
<i>Lafayette Decision Trees</i>
Document Link

Identification of Students with a Substantial Reading Deficiency

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

The district will monitor data of universal screeners, progress monitoring and through formative assessments or teacher observation to identify students with a substantial reading deficiency. See decision tree for students requirements for Tier 3 interventions.

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