

Lake County 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	25

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	Cockcroft, Amy Executive Director of Curriculum, Instruction, and Assessment cockcrofta@lake.k12.fl.us 352-742-6900
Secondary ELA	Olivares-Torres, Neysa 6-12 ELA Program Specialist olivares-torresn@lake.k12.fl.us 352-253-6876
Secondary ELA	Heitman, Natalie 6-12 Reading Program Specialist heitmann@lake.k12.fl.us 352-253-6874
Elementary English Language Arts (ELA)	Smith, Sherrie K-5 ELA Program Specialist smiths2@lake.k12.fl.us 352-253-6867
Elementary English Language Arts (ELA)	Petty, Beth 3-5 ELA Program Specialist pettyb@lake.k12.fl.us 352-253-6865
Reading Endorsement	Olafsen, Kirsten Reading Endorsement Specialist olafsenk@lake.k12.fl.us 352-253-6891
Professional Development	Obando, Laine Executive Director of Curriculum, Instruction, and Assessment obandol@lake.k12.fl.us 352-742-6900
Assessment	DeJarlais, Melissa Manager of Testing and Evaluation dejarlaism@lake.k12.fl.us 352-483-9202
Data Element	randolph, megan K-5 Curriculum Manager randolphm1@lake.k12.fl.us 352-742-6911
Data Element	Edwards, Seth 6-12 Curriculum Manager edwardss@lake.k12.fl.us 352-742-6910
Summer Reading Camp	Petty, Beth ELA Program Specialist pettyb@lake.k12.fl.us 352-253-6867
Third Grade Promotion	Petty, Beth ELA Program Specialist pettyb@lake.k12.fl.us 352-253-6867
Reading Curriculum	Harris, Faith Instructional Materials Manager K-12 harrisf2@lake.k12.fl.us 352-253-6870

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 plan is built and reviewed in collaboration with district departments, building administrators, teachers, and literacy coaches. It is reviewed with teachers/literacy coaches during professional development sessions and referenced throughout the year. For example, teachers enrolled in Lake County's Job-Embedded Reading Endorsement use the Reading Plan to guide learning and decision-making. The Reading plan is posted on external and internal websites.

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 62%

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

Increase the percentage of Kindergarten students currently scoring at 500 by 4% this year, from (58%) to (62%). District implementation of Wilson's Foundations Phonics Program will provide all Kindergarten students with print-rich explicit and systematic, scaffolded, and differentiated foundations instruction. Leveled Literacy Intervention will be used for Tier 2 intervention to ensure all Kindergarten students are growing in the 6 components of Reading.

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	23	24	28	18	6	20	21	31	20	7
4	26	22	26	18	7	23	19	29	20	8
5	20	25	28	20	7	17	22	31	22	8
6	22	26	23	21	8	19	23	26	23	9
7	27	25	22	17	8	24	22	25	19	9
8	25	25	26	17	7	22	22	29	19	8
9	32	26	21	15	5	29	23	24	17	6
10	29	27	20	19	6	26	24	23	21	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%).

For each grade, K-2, increase the percentage of students currently scoring at or above grade level on the iReady reading diagnostic by 4% this year, from (67%) to (71%).

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.

Reading allocation funds support K-3 students identified with a substantial deficiency in reading through the use of literacy coaches. The coach supports the implementation of the systematic phonics program through additional trainings, side by side coaching, data analysis and lesson planning. They model research-based strategies and interventions with students. With the addition of Foundations as our systematic phonics program, the coaches will be critical in providing support for increased program fidelity and to ensure onsite teacher support. We are purchasing the Geodes (readables) for K-2 implementation in order to bridge aspects of comprehension and knowledge building requirements necessary for all readers with the systematic foundational components. The coaches also support the implementation of LLI, which is used to provide intensive, immediate intervention.

School Literacy Leadership Teams

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

Amy Cockcroft, Executive Director of Curriculum, Instruction, and Assessment will share with Principals in Principals Meeting on 3/30/21.

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

Principals will send the roster of their School Literacy Leadership Teams to Amy Cockcroft.

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

Curriculum Managers and ELA/Reading Program Specialists: Coaches submit monthly coaches logs that include a section for goals and outcomes for their committee meetings.

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.

LCS Professional Development in reading will include:

- * Multisensory Reading Intervention training
- * HQIM implementation and professional learning including Foundations (phonics)
- * Professional development offerings aligned to specific strategies in the instructional framework (Robert Marzano) based on strategy need and the ratings received by teachers. Goals and Scales review is recommended for teachers scoring Needs Improvement or lower. Student achievement data and ongoing progress monitoring data is reviewed and professional developed is aligned to needs offered at school sites and district.
- * New Teacher Support Team
 - Monthly school-based New Teacher Support Team meetings
 - Peer Mentoring professional learning series- Participants selected to attend and serve as mentors using district specified criteria
 - Conferences with mentors
 - Mentor/Mentee surveys
 - Mentor logs
- * Model Classrooms will be expected to match the LCS instructional framework expectations, which include providing multiple opportunities for students to read, write, think, and talk through authentic literacy, as well as, Establishing Purpose, Modeling, Thinking, Guided Instruction, Collaborative Learning, and Independent Learning. Model classrooms will also be identified through data analysis of student achievement.
- * Providing teachers with time weekly for collaborative planning and professional development (lesson study and PLC process).
- * Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
- * Thinking Maps: Language for Learning
- * Vocabulary for Secondary SLP's
- * Phonemic Awareness + Phonics for Elementary SLP's

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

How are professional development requirements communicated to principals?

Professional Development requirements have been communicated to principals through:

- * Monthly Principal meetings
- * Multisensory instructional training

- * Monthly Principal Learning Walks
- * TEAM Evaluation training
- * Teacher Support Team meetings
- * True North Logic professional development tracking system
- * LCS Literacy Coach job description
- * LCS dedicated early release Wednesday schedule to allow weekly PLC facilitation
- * Peachjar newsletter advertising of professional learning
- * Site based Speech and Language Pathologist reporting

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

Amy Cockcroft, Executive Director of Curriculum, Instruction, and Assessment
Laine Obando, Director of Professional Development

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.

i-Ready scores and FSA scores based on our Decision Tree and students that fall within our lowest 25 percentile are used to determine schools with greatest needs. Our District Program Specialists will be providing summer training that will support new and returning coaches with guidance and training around Reading Endorsement, Authentic Literacy Block for K-5, Intensive Reading Block for 6-12, District Framework and the BEST standards. Trained coaches then provide aligned professional learning on their sites and the district will continue with ongoing support through their Regional and District program specialists. Regional and district program specialists work directly with the priority schools, as their focus work, based on historical student achievement data, teacher evaluation data, and teacher retention data.

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 are included in the Literacy Coach job description and communicated during monthly principal meetings.

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

Coaches submit monthly coaching logs with time and tasks each month. We provide monthly professional development providing participant learning around the prioritized activities. In addition, principals also have professional learning on these activities and ways to implement in their schools.

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

The K-5 and 6-12 ELA/Reading Program Specialists.

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

These are reported and reviewed monthly.

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

Principals and district teams review data in order to identify where additional support and professional learning is needed. For example, coaches may engage in coaching cycles with district specialists in order to improve practice.

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-3	Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	4-5	Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	Annually
FLKRS	Kindergarten	Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	Annually
Discover Intensive Phonics	K-3	Screeners, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics	3 x A Year
FAIR-FS	6-12	Screeners, Progress Monitoring, Diagnostic	Oral Language, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Achieve 3000		Screeners, Progress Monitoring	Comprehension	3 x A Year
FSA	6-12	Summative	Comprehension	Annually
District Developed Assessment	6-10	Progress Monitoring	Comprehension	Annually
District Developed Assessment	6-10	Progress Monitoring	Comprehension	3 x A Year
SIPP's	K-3	Screeners, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics	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?

District Curriculum and Regional Program Specialists

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

In grades K-5, we will be in our first year of implementation with Wilson Foundations K-2, Wit and Wisdom Geodes K-2, Great Minds- Wit and Wisdom K-5. We have a three (3) year implementation plan. The first year, K-2 will focus on Foundational skills using Foundations and Geodes. Grades 3-5 will focus on Wit and Wisdom comprehension. All grades will follow the scope of sequence of the publisher for fidelity. Learning Walks are used to monitor implementation

In grades 6-12, professional learning cycles emphasize evidence-based reading instruction that is explicit and systematic, curriculum materials and support guides provide a systematic approach for instruction of foundational reading skills, and learning walks to monitor implementation.

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

During the first year of implementation for K-5 we will use the module assessments, as well as, continue to use scheduled diagnostics and i-Ready data to form groups and differentiate reading instruction based on profile groups.

In grades 6-12, collaborative planning using the PLC framework, leaders and coaches support collaborative teams with an emphasis on using formative assessment to drive reading instruction. Additional time is built into the master schedule for opportunities to differentiate reading instruction based on students' needs.

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

The District's core curriculum will integrate Social Studies, the Sciences and the Arts to build background knowledge and help lead discussions around numerous texts that will help deepen understanding of core knowledge. The core can be supplemented with the use of DBQ's in Social Studies, along with Social Studies Weekly and Science core.

The LCS District Instructional Framework, which includes an emphasis on high-quality literacy instruction, is an expectation in all content areas. The curriculum department creates and delivers professional learning that helps content area teachers provide opportunities for students to build literacy skills and discuss texts as a way to deepen their understanding.

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

Individual building level meetings that include school and district leadership.
Superintendent and Executive Cabinet facilitate leadership data chats with every school twice each year; fall and spring.

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 K-12 reading plan is evaluated annually with leadership, teachers, literacy coaches, and administrators to gain input on what is working at each level and what needs improvement.

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 plan is built and reviewed in collaboration with district departments, building administrators, teachers, and literacy coaches. It is reviewed with teachers and coaches during professional development sessions and referenced throughout the year. The plan is posted on external and internal websites. Learning Walks are completed using the District Instructional Framework Tool to monitor implementation. Data chats occur at the district level, principal level, and teacher level quarterly. This progress monitoring informs needs for professional learning as well as student intervention needs.

Who at the district level supports effective implementation?

District program specialists

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

The plan is reviewed with literacy coaches monthly and if there are any areas of concern, the department or person(s) in charge are brought into the conversation for further review.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

School level leadership conduct weekly walks. Monthly walks by Regional Principal Teams and quarterly by Regional Director and Program Specialists to collect data through our learning walk tool. The data is shared with teachers after the walks by the principals. The collective data from all schools is shared at the monthly Principals' meeting by the Assistant Superintendent.

Who at the district level supports effective implementation?

Assistant Superintendent and Regional Executive Directors

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

If the data shows an area of concern the school leadership will work with Literacy Coaches through faculty meetings and Collaborative Team Planning time to make improvements. If further assistance is needed, the Regional Curriculum Specialists will coordinate with the school leadership to facilitate Collaborative Team Planning time or extra training. The Regional Specialists do coordination of services with the District Program Specialist as needed for added support.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Each school is expected to establish and support a school-based Problem Solving Team (PST) who meets to review school wide and student data, plan interventions, and utilize the 4-Step Problem-Solving model to make instructional decisions during the school year. There are six types of Problem Solving

Team meetings and each is unique in its purpose, outcomes, documentation, and expertise needed by the members of the Problem Solving Team. For this reason, the PST includes individuals who have a diverse skill set which can address a variety of behavioral and academic needs.

Who at the district level supports effective implementation?

Julie Staton, MTSS manager

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

Concerns are documented during school PST meetings evidenced by the meeting protocols included in the LCS MTSS Guide.

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.

Scholastic LitCamp is our Summer Reading Camp curriculum along with i-Ready and Instruction Coach for skill practice to support portfolio work. The ninety (90) minute reading block will be divided between whole group and small group instruction. Whole group will include read-aloud and diving into the text, while small group will include skill or concept work. During small group instruction half the group will be working with the teacher and the other half will be doing independent reading on Literacy Pro. Thirty (30) minutes of instructional time will be used for direct instruction on skills using Instruction Coach and 60 minutes for portfolio completion. Lastly, fifteen (15) minutes twice a week (Monday and Wednesday) will be used for i-Ready practice at the start of those school days.

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

Will the district implement this option?

Yes

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

Our third grade Summer Reading Camp teachers are teaching students a variety of reading strategies that will help them retain what they read and become independent readers. They are teaching them how a text is organized. Recognizing text structure can build students' understanding of what they are reading. They are discussing the text with students and asking follow-up questions that occur during whole group instruction, independent reading with conferencing and small group instruction. This resource offers a variety of engaging texts both literary and informational to support the goals of improving comprehension. This resource along with LitPro(online ebooks) allows students to have reading choices and the teachers help the students discover the benefits of reading and help create opportunities for them to see themselves as successful readers. This has strong evidence to support a continued use and focus as indicated in the IES Practice Guide entitled "Improving Reading Comprehension in Kindergarten Through 3rd Grade". Our 3rd grade Summer Reading Camp teachers are Scholastic LitCamp* and the LitPro* (online ebooks) as their primary resource to implement this practice.

*Scholastic LitCamp IES - <https://ies.ed.gov/ncee/wwc/practiceguide/14>

*LitPro IES - <https://ies.ed.gov/ncee/wwc/practiceguide/14>

K-2 and 4-5 utilized i-Ready instructional materials to facilitate summer reading camps. Instruction included differentiated lessons utilizing teacher tool-box support materials. Student support followed instructional pathways determined by 2020-2021 diagnostic data. i-Ready computer instruction and teacher directed instruction was cited by ESSA to show Moderate evidence.

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.)

716

Students who demonstrate a reading deficiency in grades K-2

7,354

Students who score Level 1 in grades 4-5

1,462

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.)

23%

Students who demonstrate a reading deficiency in grades K-2

11%

Students who score Level 1 in grades 4-5

23%

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.

Students identified with a substantial deficiency in reading are provided access to the LCS Read at Home Support Plan*. The LCS Read at Home Plan is shared on district and school websites. The LCS Read at Home Plan is a guide to help parents with literacy skills and activities at home. The document is linked on our district Literacy Coach page and we encourage our coaches to share the resource with their teachers, so they will use it as a tool during parent/teacher conferences . We will be adding the new state parent resource website and the FDLRs/ UFLI websites to our district and school websites, as well as our Literacy Coach page and use them as tools for supports for coaches, teachers and parents. This is available as electronic copy or printed copy.

*LCS Read at Home Support Plan link- <https://docs.google.com/document/d/1zM2iC8NIXWVHRsSO28GP-4WEO5Oppu3w-4xLXLRsWks/edit?usp=sharing>

Who at the district is responsible for monitoring this requirement?

K-5 ELA Program Specialist

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 K-12 Reading Plan includes the districts' expectation for the Literacy Block. The authentic literacy block is linked to our district curriculum blueprints. All stakeholders have access to these documents through our portal.

Master schedules are submitted to the district office detailing the mandated reading block

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

K-5 ELA Program Specialist and Regional Program Specialists

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 K-12 Reading Plan includes the districts' expectation for the Literacy Block. The authentic literacy block is linked to our district curriculum blueprints. All stakeholders have access to these documents through our portal. The Wit and Wisdom curriculum is based on SS, science and the arts through the core text. Learning Walks are completed utilizing the District Instructional Framework Tool.

Master schedules are submitted to the district office detailing the mandated reading block

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

K-5 ELA Program Specialist and K-5 Curriculum Manager

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

How does the district support and monitor implementation?

The K-12 Reading Plan includes the districts' expectation for the Literacy Block. The authentic literacy block is linked to our district curriculum blueprints. All stakeholders have access to these documents through our portal.

Learning Walks are completed utilizing the District Instructional Framework Tool.

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

K-5 ELA Program Specialist and Regional Program Specialists

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 Literacy Framework details the outline for core instruction. K-12 Scheduling includes 30 additional minutes of intervention 4 times a week. K-12 decision trees (see below) guide the process for the Formula for Success in conjunction with the district's MTSS PST Forms. Students are assessed at the classroom level with formative, diagnostic, summative and screener. SWD and ELL students are also assessed and provided Tier 2 and Tier 3 intervention as described in the Decision Tree.

How does the district support and monitor implementation?

Data Chats
Learning Walks

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

Curriculum and Instruction
Academic Services
Exceptional Student 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:

LCS_K-12_Decision_Trees.pdf
<i>LCS K-12 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.

With each universal screening and progress monitoring assessment we provide a district level, school level and classroom level data chat. Students meeting the criteria listed above will be identified as having a substantial deficiency in reading and referred to the problem solving team for an intervention plan. The decision tree outlines the criteria used during progress monitoring and data chats to identify each level of support needed for students at Tier1, Tier 2 and Tier 3.

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.

The Master Schedule identifies the additional 60 minutes of intensive instruction as “Literacy Block”. The intensive reading instruction delivered in this additional hour will include explicit and systematic reading development in phonemic awareness, phonics, fluency, vocabulary and comprehension, with more extensive opportunities for guided practice, error correction and feedback. The extra instructional minutes will be paid for out of SAI funds.

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 district uses the teacher evaluation, which includes student performance measures for reading. The administrative team and the academic coaches, which include both MTSS/Intervention Specialists and Literacy Coaches, do daily progress monitoring of all interventions and reading instruction. Modeling, coaching and coteaching are some of the strategies used to ensure that all teachers are effective in the instructional delivery. The teachers providing reading intervention that have returned to the school for the 2021-2022 school year are determined Effective or Highly Effective based on the model below.

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.

Instruction is differentiated based on the following: i-Ready, SIPPS, and LLI all have placement/diagnostic assessments to align the level of support students need to achieve reading success. SIPPS and LLI have formative assessments for ongoing progress monitoring. Students are grouped and regrouped in SIPPS and i-Ready three times during the year using BOY, MOY, EOY data. Students receiving instruction in LLI are progress monitored every 7-10 days and move levels based on their improvement.

The school uses two programs to deliver explicit and systematic reading strategies:

* SIPPS: Helps new and struggling readers build the skills and confidence they need to gain reading fluency and comprehension. It is a systemic approach to decoding. Each SIPPS level corresponds to one level in a

developmental progression: sample alphabetic, spelling patterns, and polysyllabic/morphemic phases. Teachers delivering this intervention will follow the scripted outline provided for each daily lesson. The daily routine starts with a review of the previous day's skill or story. Then, the instruction moves through the following components: phonological awareness, phonics and decodable words, sight words and reading a story (transfer), guided spelling and segmentation, and fluency practice. Each component allows for error correction and feedback.

SIPPS IES link - <https://ies.ed.gov/ncee/wwc/practiceguide/21>

* LLI: Is an intensive, small-group supplementary literacy intervention for students who find reading and writing difficult. The goal is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. This resource focuses on fluency, vocabulary and comprehension. Teachers delivering this intervention will follow the scripted outline provided for each daily lesson to ensure fidelity. The daily routines are as follows: Odd-numbered days the instruction begins with rereading a book from the previous day, then moving into phonics/word work error correction and guided practice are embedded into the structure. Next, a new book is introduced through guided practice, scaffolding vocabulary instruction and building background knowledge. Even numbered days, the instruction begins with rereading a book from the previous day's lesson. Some students will read on their independent level and write about reading while others will be assessed using running records, the session concludes with phonic/word works.

LLI ESSA link - <https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli>

The integration of Social Studies and Science are done through the following means:

- * Social studies and science texts are utilized in addition to, the SIPPS and LLI readers, students use to practice acquired skills and strategies.
- * Questioning, prompting, and cueing are utilized throughout lessons to engage in textual discourse.
- * Literacy and Numeracy support are sometimes combined with text based word problems to ensure students who also need additional support in math receive it and to ensure students have skills and strategies that they can transfer to other content area readings and text.
- * Thinking Maps are used to give students tools for organizing their thoughts. Core Connection is a writing program, which provides strategies to support writing and written responses to text.

Core Connection IES link - <https://ies.ed.gov/ncee/wwc/practiceguide/17>