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2021-22 Reading Plan

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals	3
Budget	5
School Literacy Leadership Teams	7
Professional Development	8
Charter Schools	8
Literacy Coaches	9
District-Level Monitoring of Plan Implementation	12
School-Level Monitoring of Plan Implementation	14
Summer Reading Camp	15
Parent Support through a Read-At-Home Plan	17
Assessment, Curriculum, and Instruction	18
Identification of Students with a Substantial Reading Deficiency	21

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 r

Contact

Main District Reading Contact

Main District Reading Contact

Main District Reading Contact

Reading Endorsement

Assessment

Elementary English Language Arts (ELA)

Secondary ELA

Reading Curriculum

Summer Reading Camp

Third Grade Promotion

300 Lowest-Performing Elementary Schools

Professional Development

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading

The K-12 Reading Plan will be reviewed by all administrators and coaches during trainings. Coaches will review coaches, lowest 300 and summer reading camp information, as well as tiered support for students.

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/or district summative assessment.

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 46%

Goal for Plan Year

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

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

All Kindergarten students will complete the STAR Early Literacy Assessment within the first 30 days of Kindergarten. All PreK teachers.

A PreK to Three Alignment Committee has been established and meets every two weeks. Members include the LCSD Preferred Pre-K Provider Participation Criteria has been revised and communicated to all PreK Providers. Professional Development has been developed to provide a pathway for the Preferred Pre-K Providers to meet the goal.

Statewide English Language Arts Standardized Assessment:

Grade	Lvl 1	Lvl 2
3	25	24
4	28	22
5	23	27
6	25	25
7	30	24
8	26	22
9	29	23
10	27	25

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessment.

Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on the assessment.

For Kindergarten - 2nd grade, increase the percentage of students currently scoring minimal or negligible risk on the assessment.

Budget

1	Research-Based Reading Instruction Allocation
2	Estimated proportional share distributed to district charter
3	Reading coaches assigned to elementary schools
4	Reading coaches assigned to secondary schools

5	Intervention teachers assigned to elementary schools
6	Intervention teachers assigned to secondary schools
7	Supplemental materials or interventions for elementary schools
8	Supplemental materials or interventions for secondary schools
9	Intensive interventions for elementary students reading below grade level
10	Intensive interventions for secondary students reading below grade level
11	Professional development
12	Helping teachers earn the reading endorsement
13	Summer reading camps
14	Additional hour for 300 lowest-performing elementary schools

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a s

Describe how the district has prioritized reading allocation funds to fully support K- students identified with

The funds provided by the Reading K-12 Plan are used to increase student achievement in Reading and FSA-ELA t
 addition, we use funds for 3rd grade summer reading camp.

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

The requirement is communicated through the Executive Directors for School Development and the Curriculum & Instruction.

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

Executive Directors for School Development will be sent the rosters for each School's Literacy Leadership Team by the end of the first week of the school year.

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

The Executive Directors for School Development and the Curriculum and Instruction team will support School Literacy Leadership Teams and their implementation.

Describe the reading professional development that will be provided by the district and/or schools, aligned

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help
- 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.

Professional Development required by Section 1012.98(4)(b)11., FS, is provided to all teachers as part of the SDLC at the school level.

Leading and Learning teachers are identified for each grade level and each content area at each school. Leading and Learning teachers are identified for each grade level and each content area at each school. Leading and Learning teachers are identified for each grade level and each content area at each school. The Curriculum and Instruction Department monitor all progress monitoring data and Tiered schools based on this data. Modeling based on progress monitoring data. These Reading Teachers receive ongoing professional development and support. Mentor teachers are nominated by a school-based administrator. Before serving as a mentor, teachers participate in embedded professional development to their colleagues for the other part of the day. Peer collaborative teacher instruction.

Provide a description of how the district will communicate to principals the professional development requirements**How are professional development requirements communicated to principals?**

Professional development requirements are communicated to principals through a variety of different methods. Rule 6A.06 and leader professional development requirements: staffing and talent management and professional development.

Professional development provides priority enrollment for teachers who are out of field with the reading endorsement. Teachers must complete the coursework in the allotted timeframe.

All employees receive professional development notifications weekly that includes options for teachers and administrators. Requirements and progress towards that requirement.

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

Principals work with Human Resources and the Executive Directors for School Development to monitor teacher in-services. The staffing and talent management department monitors individual teacher compliance with course assignments and due dates to fulfill the requirements.

Does the district ensure charter schools will utilize their proportionate share of the research-based reading

Yes

Literacy Coaches - Part A

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools. This must include how communication between the district, school administration, and the reading coach throughout the year.

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 coaches?

When placing coaches based on the greatest need, we considered the ELA lowest district 25% to determine reading support by providing additional funding for coaches at the K-2 level to provide more intensive assistance for foundational skills.

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 instruction.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement.
- 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.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach.

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?**

The role of the reading coach has an identified job description that is shared with both principals and coaches. In

How is the district supporting coaches with prioritizing high impact activities, such as conducting data a

Coaches will receive monthly training which will include time to review and revise action plans that prioritize their science of reading and how the core and supplemental programs work in relation to the six areas of reading. The

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

The District Coordinators will monitor coach activities and meet with leadership from Academic Services to share

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

The data will be reviewed monthly by the District Reading Coordinators and quarterly with the Academic Services

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

The District Reading Coordinators will follow the coaching model to support coaches who demonstrate a need fo

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence
- 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
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student

Assessments

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

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension)

Name of the Assessment	To whom is the assessment administered?
FLKRS	All Kindergarten students
i-Ready	All Kindergarten to 5th grade students
DIBELS	All Kindergarten to 2nd grade students, and 3rd - 5th grade students
District Developed Assessment	2nd grade students
FSA	3rd - 10th grade students
STAR Reading	9th - 12th grade students

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?

Academic Services is responsible for ensuring that the objectives of the K-12 Reading Plan are being met at each school. As data indicates, members of the Curriculum and Instruction team provide support and ongoing monitoring of

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

All core reading programs used at our district have high efficacy based on the criteria set forth by Just Read Florida.

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

All schools follow the District Progress Monitoring Plan to ensure that students are meeting the expectation of the reading plan. Schools have individualized learning paths based on their diagnostic assessments in i-Ready for K-8 and STAR Reading for 9th - 12th grade.

What steps are the district taking to incorporate literacy instruction into content areas to build discussion and

The Curriculum & Instruction team incorporate literacy standards into our Instructional Guides so that teachers can ensure literacy standards and text based learning strategies are being implemented at the school level. In addition,

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

The District has many opportunities for schools and teachers to report concerns regarding implementation and lack of coaching skills so that literacy coaches are effective in their role of support for reading. Our curriculum maps also address learning gaps.

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
- 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

The District has several layers of monitoring to ensure that students are receiving research based instruction and debrief with principals and the administration teams about what we observed in their classrooms. Also, we have monthly, Leading and Learning team members quarterly, and Administrators who oversee content area PLCs quarterly.

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.

The following documents were submitted as evidence for this section:

No files were uploaded

School-level implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the

What process is in place to ensure effective implementation?

School leaders are part of the weekly school level PLCs. During PLCs, teams discuss data points, share what is working and teachers. District teams, as well as school level teams, regularly observe classrooms to monitor implementation. Ready. This data is discussed at monthly Reading Leadership meetings to determine the level and need of support.

Who at the district level supports effective implementation?

The Curriculum and Instruction team have literacy experts K-12 who support schools through coaching, professional development, and provides support both virtually and in person as requested or scheduled with our schools. Our schools are tiered.

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

The District has a tiered system of support which is based on trend data and demographics. Each school principal monitors components of the school grade, as well as identify areas for improvement among our ESSA subgroups. In addition to monitoring measures, we are able to determine where improvements are occurring and where more support is needed.

Weekly reading walkthroughs - Part B**What process is in place to ensure effective implementation?**

School administration holds monthly Reading Leadership meetings and meet regularly with literacy coaches to discuss and gauge where additional support is needed and where they may need to increase observations.

Who at the district level supports effective implementation?

The District Literacy Coordinators meet monthly with the Literacy Coaches to provide professional development and support with the literacy coaches to determine which teachers need support with small group instruction and/or program implementation.

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

The District Literacy Coordinators monitor an array of data to identify areas in need of improvement. They monitor and measure whether plans for improvement are being observed in the classroom.

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

School level administrators have access to core and supplemental reading program data. In addition, they have access to determine next steps for differentiation.

Who at the district level supports effective implementation?

The Executive Directors for School Development set the expectation that schools implement the data driven PLC model. Curriculum and Instruction team to organize support where needed based on progress monitoring data or conversion.

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

Data analysis plays a key role in identifying areas in need of improvement. We use ESSA data, trend data, school development and members of the Academic Services team allow for strategic conversations regarding plan implementation.

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 EL
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness
- 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.

3rd Grade Summer Reading Camp will be offered for all 3rd grade students that score a Level 1 on Reading FSA and are highly effective as determined by their evaluation under Section 1012.34, F.S. and have their Reading Endorsement.

iReady has promising ESSA evidence as provided at the following link: <https://nam11.safelinks.protection.outlook.com/?url=https://www.lee.org/Assets/ESSA%20Evidence%20Brief-2019.pdf&data=04%7C01%7Candacema%40leeschools.net%7C819e418c9bf42012d0708d972d58fe1%7C%7B%7D&open=1>

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency.

Will the district implement this option?

Yes

If yes, describe the district's instructional plan, include a description of the evidence-based instructional practices used.

The SDLC will be offering Summer Expanded Learning for all students in grades K-8. All families of Kindergarten through 8th grade will be notified and encouraged to work in their i-Ready student learning path for 45 minutes each day. All students that are a Level 1 or 2 as determined by the i-Ready assessment will receive the i-Ready Toolbox lessons for intervention and/or FCRR materials. Students will complete a pre and post Growth Assessment.

iReady has promising ESSA evidence as provided at the following link: <https://nam11.safelinks.protection.outlook.com/?url=https://www.lee.org/Assets/ESSA%20Evidence%20Brief-2019.pdf&data=04%7C01%7Candacema%40leeschools.net%7C819e418c9bf42012d0708d972d58fe1%7C%7B%7D&open=1>

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.)

537

Students who demonstrate a reading deficiency in grades K-2

7,855

Students who score Level 1 in grades 4-5

3,494

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.)

57%

Students who demonstrate a reading deficiency in grades K-2

27%

Students who score Level 1 in grades 4-5

19%

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial risk of academic failure.

The Read at Home Plan will be shared through School Messenger and posted on the District and School Websites. The plan will provide access to the Kids Read Now website resource which provides additional literacy supports for families. Partnerships will be established with families that are communicated through the School Messenger platform.

Who at the district is responsible for monitoring this requirement?

The district Literacy Team is responsible for monitoring the Parent Support Read at Home Plan. The District Curriculum

Requirements - Part A

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily

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

How does the district support and monitor implementation?

The district has developed standards-based exemplar formatives and summatives to measure student progress. These should be implemented. We repeat this process at every quarter so that administrators are aware of expectations.

In addition, K-2 currently uses the State approved Wonders curriculum in our K-2nd grade classrooms. In our

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

It is monitored by the ELA/Reading Coordinator and teams. It is housed in a district data base so that data can

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

How does the district support and monitor implementation?

School administrators and district administrators oversee and make instructional decisions regarding provision of core classes as well as embedded close reading opportunities in the Arts. The district instructional materials' committee, as well as school level administration, will monitor classroom use during walk-thrus, PLC conversations, and through

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

The Curriculum Coordinators are responsible for supporting and monitoring the implementation of literacy skills

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

How does the district support and monitor implementation?

District leadership is trained to use core reading program data, iReady, STAR, and Power BI reports to determine district leadership data chats.

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

The ELA/Reading Curriculum teams monitor the core reading, iReady, and STAR reports through our district

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, student learning styles, and 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; includes more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficit in reading; includes more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and 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.

As evidenced in the attached Decision Trees in part C, the SDLC provides a tiered system of support for students with reading difficulties. Although we would like the core program at Tier 1 to be sufficient for all children, some students achieve more than others. Additional programs are delivered to focus on their specific needs. Instruction is provided in smaller groups than in Tier 1 and moves further along the continuum of skill acquisition than that seen at Tier 3. By contrast, students identified as Tier 3 are provided with more intensive interventions.

How does the district support and monitor implementation?

The district supports implementation by identifying the score ranges of both FSA and STAR and/or i-Ready diagnostic assessments to determine interventions. In addition, data is monitored at the school and district level to support students as they move through the tiers of intervention.

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

Curriculum and Instruction Directors, Coordinators, and Executive Directors for School Development monitor the implementation of the district's reading instruction.

Assessment/Curriculum Decision Trees - Part C

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to de

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher o in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-EL
- 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 in
- The methods for providing reading instruction and intervention to students who may continue to receive inst
- An explanation of how instruction will be modified for students who have been identified as having a substan
- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who i 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:

K-5_6-8_9-12_Ddecision_Trees.pdf

K-12 Decision Tree

Document Link

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

Students in Kindergarten that score on the winter diagnostic for i-Ready as one grade level below and score Red: In
Students in 1st grade that scored on their previous end of year i-Ready as two grade levels below and score Red: In
Students in 2nd and 3rd grade that scored on their previous end of year i-Ready as three grade levels below and sc
Students in 4th and 5th grade that scored a Level 1 on their previous year FSA, scored on their previous end of year
Students in grades Kindergarten -5th grade that have been identified for ESE and have Reading goals written into th

Students in 6-8 who score on the baseline diagnostic exam for i-Ready as three or more grade levels below are iden
per year. In addition, we rely on the core reading program data to determine placement/movement into core reading

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

Yes

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

Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in

The LCSD has 4 Elementary Schools that have been identified as the Lowest 300. Parents of students at the L300 s made to parents. Additional time was allotted above and beyond the state requirement for reading which integrated Schools, the ELA Core Reading Block consisted of 90 minutes, and the Intervention/extension block is 60 minutes.

The additional hour per day of intensive reading instruction must be provided by teachers and reading spec

District administration, in collaboration with Human Resources and school based administration, reviewed the place they conduct monthly walkthroughs with district academic services staff and school administration to ensure the fide

The intensive reading instruction delivered in this additional hour includes research-based reading instructi

- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data t
- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and
- integration of social studies, science, and mathematics text reading, text discussion, and writing in response

During the extended block of reading, lessons were developed with the gradual release model and the Systematic, I checks are implemented to help determine which of the areas of reading a student will need more support with through PLCs. Teachers will use this data to design instruction based on individual student needs. Students will work in small Reading Inventory, Read 180 and System 44 are utilized. Students will walk to read to the differentiated instructional fluency. FCRR resources are then utilized in the Reading Intervention block for each student's needs. The Master S block. Student assessment data from i-Ready is reviewed at the beginning of each quarter to homogeneously group on grade level instruction through small groups and supplemental programs. All teachers and administrators from ea minutes, ELA Writing to the Text 30 minutes.