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# 2021-22 Reading Plan

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## Contact Information, Communication Plan, and Student Achievement Goals

### Contact Information - Part A

#### District Contact Information

##### Reading Contacts

Identify the name, email address, position title, and job duties/responsibilities for each member of the district reading team.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Hill, Robin High School Curriculum robin.hill@mcsbfl.us 8509731552
Elementary English Language Arts (ELA)	Washington, Kara District Reading Coach kara.washington@mcsbfl.us 850-973-5926
Secondary ELA	Pettiford, Barbara Barbara Pettiford barbara.pettiford@mcsbfl.us 850-973-5061
Reading Endorsement	Hill, Robin Curriculum Director robin.hill@mcsbfl.us 8509731552
Reading Curriculum	Hill, Robin Curriculum Director robin.hill@mcsbfl.us 8509731552
Professional Development	Hill, Robin Curriculum Director robin.hill@mcsbfl.us 8509731552
Assessment	Thomas, Barbara Assessment Coordinator barbara.thomas@mcsbfl.us 8509735022
Data Element	Hill, Robin Curriculum Director robin.hill@mcsbfl.us 8509731552
Summer Reading Camp	Hill, Robin Curriculum Director robin.hill@mcsbfl.us 8509731552
Third Grade Promotion	Hill, Robin Curriculum Director robin.hill@mcsbfl.us 8509731552
300 Lowest-Performing Elementary Schools	Thomas, Barbara Assessment & Accountability Coordinator barbra.thomas@mcsbfl.us 8509735022

### 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.**

Each school had representatives on the District Reading Leadership Team. Those representatives are responsible for relaying information to their school and training their staff on the components of

the reading plan. A copy of the district reading plan is also posted on the district website for parents and other stakeholders to access.

## 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 64%**

#### **Goal for Plan Year**

**Kindergarten - % of Students "Ready" on FLKRS 72%**

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

1. The district will hire a reading specialist specifically to work with our own prek programs as well as private prek programs in our community. This specialist will coordinate efforts to strengthen curriculum sharing, training, and assessments.
2. The district is providing free reading endorsement coursework for all prek teachers in the district.

#### **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	31	25	23	17	4	25	25	25	20	5
4	34	24	22	15	5	26	26	25	17	6
5	33	25	20	16	5	25	28	23	18	6
6	44	20	16	13	6	34	24	20	15	7
7	40	27	19	9	5	30	30	22	12	6
8	38	20	22	17	3	25	25	25	20	5
9	36	27	22	12	2	27	28	25	15	5
10	31	28	26	11	4	22	30	28	15	5

**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%).*

1. Students with disabilities will increase the average percentage of students scoring proficient on the FSA in reading from 19% to 22%.
2. The average percentage of black students scoring proficient on the FSA reading will increase from 23% to 26%.
3. The economically disadvantaged student subgroup will increase the average proficiency score on the FSA reading from 31% to 34%.
4. ELL students will increase the averaged proficiency rate on the FSA reading from 11% to 17%.
5. The male subgroup will increase the average proficiency on the FSA reading from 36% to 39%.

## 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
<b>Total:</b>		<b>\$0.00</b>

**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 has set aside \$82,500 (40%) of the reading allocation funds for elementary reading coaches. Additionally, \$33,379 has been allocated for 3rd grade summer reading camp (16%). Finally, \$5,000 (2%) will be used for elementary teacher professional development to help teachers become skilled at providing researched based interventions.

## School Literacy Leadership Teams

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

The District Curriculum Director communicated the requirements regarding school literacy teams annually at the District Leadership Retreat held before school starts.

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

District Curriculum Director

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

District Curriculum Director

## 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.

The District uses 5 pre-service training days as well as 4 early release days to provide training during the school year. The 2021-22 focus will be on reading endorsement courses, the 40 hours reading recertification course as well as training on reading interventions.

The District will provide a part-time reading coach for all elementary schools so that each school can have weekly reading PLCs. At least one PLC per month will be devoted to professional development based on progress monitoring data.

Each school has identified a model classroom for "teaching reading." Madison County is implementing the Jim Knight "Impact Cycle" to foster collaboration between mentors, coaches, administrators and teachers.

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

**How are professional development requirements communicated to principals?**

The District Curriculum Director communicates the requirements for professional development annually at the District Leadership Retreat held before school starts. Professional development is continually addressed at weekly principals' meetings.

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

Director of Curriculum

## 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.

Madison County Central School (k-8) has been the lowest performing school over the past 5 years in the area of reading. That school has been assigned a full time literacy coach. Other elementary schools in the district with at least 175 students have a part-time reading coach.

#### 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?**

The district reading coach has provided training to principals during the month of August.

**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?**

All literacy coaches are participating with the PAEC literacy coach cadre.

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

District Director of Curriculum

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

Coaches turn in monthly logs.

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

The Director of Curriculum meets monthly with curriculum coordinators and instructional coaches. The agenda for those meetings includes time to discuss coaching at each site.

## 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	Kindergarteners	Screeners	Oral Language, Phonological Awareness, Vocabulary	Annually
i-Ready	K-5	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Running Records	K-5 struggling readers	Formative Assessment	Fluency, Comprehension	2 x A Month
Achieve 3000	6-12 Students	Progress Monitoring, Diagnostic	Vocabulary, Comprehension	3 x A Year
FSA	Grade 3-10	Summative	Vocabulary, Comprehension	Annually
STAR Reading	Grades 6-12	Progress Monitoring, Diagnostic	Vocabulary, Comprehension	3 x A Year

### District-Level Monitoring - Part B

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

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

Coordinator of Assessments & Accountability

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

Director of Curriculum

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

Monthly Data Meetings between schools and district administrators

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

1. Encouraging non-ELA content area teachers to obtain the reading endorsement
2. Providing non-reading endorsement training (40 hour requirement) for all content area teachers
3. Providing materials for teachers that integrate literacy instruction into the content area.

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

Principals share concerns at monthly data meetings.

### **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 annually composes a team of teachers, coaches, curriculum coordinators, and administrators to draft the reading plan. During that process, an evaluation of the previous reading plan is conducted and changes are made for the upcoming year.

### **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?

Principals and literacy coaches conduct weekly walk-throughs.

#### Who at the district level supports effective implementation?

Human Resources Coordinator

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

District personnel monitor walk-through data with principals to determine areas in need of improvement.

### Weekly reading walkthroughs - Part B

#### What process is in place to ensure effective implementation?

Reading coaches and administrators document weekly classroom walk throughs through our electronic walk through program. District administrators have access to each of the walk throughs for monitoring

#### Who at the district level supports effective implementation?

Robin Hill, Curriculum Director

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

Data from classroom walk throughs is collected and district administrators review areas of focus in monthly data meetings.

### Use of data to determine interventions - Part C

#### What process is in place to ensure effective implementation?

Monthly data meetings are held with each ELA teacher. The data meetings are used to look at iReady data as well as LLI progress monitoring.

#### Who at the district level supports effective implementation?

Robin Hill, Curriculum Director and Melinda Richie, ESE and Student Services Coordinator

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

Monthly MTSS meetings provide a time for school MTSS specialists to report out on progress they are seeing. Additionally, one monthly principals' mtg includes progress monitoring data on the agenda.

## 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.**

No

**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 advertises for highly effective and reading endorsed/certified teachers for 3rd grade summer reading camp. Then teachers are chosen by the ranking of their student performance scores from the previous year. While we always want to hire highly effective and reading endorsed/certified teachers, we do not always have "highly" effective teachers available. We have been able to make sure all teachers have been at least "effective" along with having the endorsement/certification.

The District uses evidence-based instructional materials. The materials have been chosen from the <https://www.evidenceforessa.org/programs/reading> website. For 3rd grade summer reading camp, the District uses the Fountas & Pinnell Leveled Literacy Intervention System (LLI).

**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.**

Providing summer reading camp to students other than 3rd graders is dependent upon funds available. Like 3rd grade, we would use LLI to differentiated instruction to all of the students we can support financially.

### 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.)**

42



**Students who demonstrate a reading deficiency in grades K-2**

154

**Students who score Level 1 in grades 4-5**

142

**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.)**

90%

**Students who demonstrate a reading deficiency in grades K-2**

30%

**Students who score Level 1 in grades 4-5**

40%

## 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 has developed a read-at-home plan by grade level that can be provided to parents at Student Intervention Plan meetings. Plus each school hosts a minimum of 2 parent nights where the school provides literacy activities that parents can do with their children at home. Each school also host a separate parent night to teach parents how to use all of the technology resources available including iReady, Moby Max, Achieve3000, etc.

**Who at the district is responsible for monitoring this requirement?**

District Curriculum Director

## Assessment, Curriculum, and Instruction

### Requirements - Part A

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

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

#### How does the district support and monitor implementation?

The core curriculum for grades K-5 is Florida Wonders (2021). All elementary schools have participated in the new adoption process. For differentiated interventions, each school uses LLI. Implementation of the standards using the supplied curriculum is monitored through weekly walk-throughs and through weekly lesson plans.

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

District Curriculum Director

**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?

All classrooms have district provided libraries with leveled readers and tradebooks. Additionally, selection of the new ELA curriculum included an evaluation part for integrating science and social studies.

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

Director of Curriculum

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

#### How does the district support and monitor implementation?

The District provides LLI, an small group intervention program. LLI requires 45 to 50 minutes daily for small instruction.

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

District Curriculum Director

### 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.

Florida's revised formula for success combines the six areas of reading with assessment, and they instructional for each student's Tier. The district has a structured planning process to make sure we are providing instruction as each student's instructional level. Then progress monitoring is implemented. Using the data, we can determine if students have mastered the content. Following the assessment, teachers are able to provide tiered interventions through a research based reading intervention program.

### How does the district support and monitor implementation?

District administrators meet monthly with reading coaches and MTSS Specialists to review current data and problem solve at the school level.

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

Robin Hill, Curriculum Director and Melinda Richie, ESE and Student Services Coordinator

### 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:

Decision_Trees_2122.pdf
<i>Decisions Trees</i>
<a href="#">Document Link</a>

## 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.**

Kindergarten students who score below the 30th percentile on iReady are considered to have a substantial deficiency in reading. In grades 1-5 students are identified as having a substantial reading deficiency if they scores 2 or more grades levels below their grade of assignment. In grades 6-12, student who score a level 1 on the FSA are classified as having a substantial reading deficiency.

## 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.*

NA

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

NA

### 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.

NA