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	Thompson, Robin Executive Director of Curriculum and Professional Learning thompso2r@manateeschools.net 941-751-6550 ext. 43259
Reading Endorsement	Lundy, Melinda Director of Professional Learning lundym@manateeschools.net 941-751-6550 ext. 43134
Reading Curriculum	Tracy, Dana Secondary ELA/Reading Curriculum Specialist tracy2d@manateeschools.net 941-751-6550 ext. 43026
Professional Development	Lundy, Melinda Director of Professional Development lundym@manateeschools.net 941-751-6550 ext. 43134
Assessment	McCarthy, Evan Director of Assessment and Accountability mccarthye@manateeschools.net 941-752-6550 ext. 43330
Data Element	McCarthy, Evan Director of Assessment and Accountability mccarthye@manateeschools.net 941-751-6550 ext. 43330
Summer Reading Camp	Thompson, Robin Executive Director of Curriculum and Professional Learning thompso2r@manateeschools.net 941-751-6550 ext. 43259
Summer Reading Camp	Santora, Jennifer Elementary ELA Curriculum Specialist santoraj@manateeschools.net 941-751-6550 ext. 43005
Third Grade Promotion	Thompson, Robin Executive Director of Curriculum and Professional Learning thompso2r@manateeschools.net 941-751-6550 ext. 43259
300 Lowest-Performing Elementary Schools	Thompson, Robin Executive Director of Curriculum and Professional Learning thompso2r@manateeschools.net 941-751-6550 ext. 43259
Reading Curriculum	Santora, Jennifer santoraj@manateeschools.net

Communication of Plan Information

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

The district will communicate the contents of the Comprehensive Evidence-Based Reading Plan by linking it to the district website, sharing it with district leadership during a Direct Reports meeting, and with the Principal Task Force, and at the PK-12 Principal Meeting at the beginning of the 21-22

school year. It will also be reviewed across the year during Small Group Principal meetings. Principals will be responsible for sharing the plan with staff members during staff meetings and with School PTO and SAC members. In addition, the plan will be shared with K-12 Literacy Coaches, the District Parent Task Force, and the District SAC. The Decision Trees will be embedded within the district's Student Progression Plan and MTSS Guide.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 53%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 55%

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

In order to meet the goal of 55%, the School District of Manatee County will address each student's readiness for kindergarten based on the Florida Early Learning and Developmental Standards. The domains, or the areas of development, will be used to look at the developmental progression of skills and related abilities of children. The FLKRS will be administered to determine students Kindergarten Readiness Rate. Prior to the administration of the screening instruments, parents of kindergarten students will be provided with information about the FLKRS. Information from the Office of Early Learning will be communicated with families on suggested resources to support student learning.

For the individual student, these results will be used to identify learning needs, set instructional goals, monitor instructional progress, evaluate progress towards the end-of-year benchmarks and provide parents with student progress in the key elements of reading. For the classroom, these results can be used to create instructional groups, link instructional routines to support student progress, monitor student progress throughout the year, and inform parents of student success in the key elements of reading.

Extra support is given to Title 1 Kindergarteners through the District and Community initiative, Soar In 4. The support of Soar in 4 begins the minute a child is registered for Kindergarten. At registration, each Title 1 kindergartner and family is provided with materials and engagements to work on at home to support kindergarten readiness. The District will also invite Title 1 families to Soar in 4 events throughout the summer and school year that highlight educational learning engagements facilitated by expert educators and provides instructional resources to families. Our facilitators model how to play with and talk to their children in ways that will grow the children's knowledge and proficiency for kindergarten readiness as they introduce S.T.R.E.A.M. learning concepts that align with the standards and classroom curriculum.

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	27	24	27	17	5	23	20	31	21	9
4	24	23	24	20	9	20	19	28	24	13
5	22	26	24	19	8	18	22	28	23	12
6	24	24	22	21	9	20	20	26	25	13
7	28	25	22	16	8	24	21	26	20	12
8	24	23	27	18	9	20	19	31	22	13
9	29	24	22	19	7	25	20	26	23	11
10	26	26	23	18	6	22	22	27	22	10

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

Goal 1: For each grade, K-2, students will increase the percentage of at or above level on the i-Ready Spring Diagnostic assessment by 2% this year. In Kindergarten students will increase proficiency from 66% to 68%, from 40% in grade 1 to 42%, and from 45% in grade 2 to 47%, as measured by the end of the year Spring Diagnostic scores.

Goal 2: For each grade, K-2, students will increase the percent met of typical growth target on the Spring i-Ready diagnostic by 2% this year. In Kindergarten students will increase their growth target from 22% to 24%, from 19% to 21% in grade 1, and 31% to 33% in grade 2, as measured by the Fall to Spring Diagnostic.

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.

Funds will go towards the SIPPS Intervention program to be used with students in K-3 who have a substantial deficiency in reading. Funds will also go towards elementary literacy coaches whose work will prioritize K-3 teachers and students. A K-2 Literacy Teacher on Assignment, a 3-5 Literacy Teacher on Assignment, and district specialists will provide tiered support to work with teachers and students through modeling of explicit, systematic, and multisensory instruction and interventions.

School Literacy Leadership Teams

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

The plan will be communicated to principals during a principal meeting in July and will be revisited during future principal meetings.

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

A Schoology group will be created for Principals to communicate their School Literacy Leadership rosters as well as submit ongoing documentation of Literacy Leadership Meetings.

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

The State Regional Literacy Director will offer training and support on effective school literacy teams. After the plan is shared with principals, the Executive Directors will support and monitor through the Schoology platform, implementation of the reading plan and address concerns when needed with principals.

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 provides professional learning opportunities for teachers and administrators throughout the school year. The Teaching and Learning Summer Conference will provide trainings for teachers in the areas of evidenced-based materials, B.E.S.T. Standards, explicit and systematic instructional practices, and multisensory intervention strategies. Literacy sessions will include the integration of phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies as aligned with the focus of the sessions. Additional trainings will be provided during pre-service week as well as follow-up trainings throughout the year. School-based administrators will be provided with a menu of professional development opportunities to recommend to teachers as needed, based on classroom observations/ walkthroughs and progress monitoring data in order to differentiate and intensify professional development. During small group principal meetings, principals will receive training on choosing mentor teachers and establishing model classrooms using a checklist of qualifications and instructional look-fors. Once established, district specialists and literacy coaches will provide ongoing, job-embedded training and support for the mentor teachers and model classrooms. Principals will also include common planning time in the school's master schedule for grade level/department teams to meet weekly and engage in professional development as needed.

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?

During PK-12 Principal meetings, Small Group Principal Meetings, and weekly Executive Briefs to Principals to communicate professional development requirements. To support principals with these requirements, we will review master schedules to ensure they have built in time for common planning in order to deliver professional development. We also have a Principal Task Force who will problem solve ways for principals across the district to support PD.

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

Director of Professional Learning

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.

Coach services and supports are determined based on district and state assessment data. The schools are tiered according to greatest need and coaches are placed at school sites to provide targeted support to highest need schools. All literacy coaches are reading endorsed or reading certified.

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?

Small group 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?

Coaching logs and district/school data will be reviewed to determine ongoing coaching support and monthly professional development coaching opportunities.

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

Curriculum Department

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

Monthly

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

Facilitate principal-coach clarifications of parameters of coaching role and expectations of job responsibilities; Monitor district created coaching logs to determine differentiated coaching support at schools.

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?
Mondo Language Screener	K-2	Screener	Oral Language	3 x A Year
Pre-A Phonological Awareness Assessment (from Next Step in Guided Reading Assessment Kit)	K-1	Progress Monitoring, Formative Assessment	Phonological Awareness	3 x A Year
i-Ready	K-5	Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Word Knowledge Inventories (Next Step in Guided Reading Assessments)	K-5	Progress Monitoring, Formative Assessment, Diagnostic	Phonics	3 x A Year
Letter Name and Sounds Checklists	Kindergarten	Progress Monitoring, Formative Assessment	Fluency	Monthly
Fluency Passages from Benchmark Advance and Wonders	1-5	Progress Monitoring, Formative Assessment	Fluency	3 x A Year
Running Records	K-2	Progress Monitoring, Formative Assessment, Diagnostic	Oral Language, Phonics, Fluency, Comprehension	3 x A Year
District Developed Assessment	2-10	Progress Monitoring, Formative Assessment, Diagnostic, Summative	Comprehension	Quarterly
Foundational Skills	6-12	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics	3 x A Year
Progress Monitoring Tool for Intensive Reading -TBD	6-12	Progress Monitoring	Phonological Awareness, Phonics, Fluency, 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?

Deputy Superintendent of Curriculum and Instruction Executive Directors of Elementary and Secondary Executive Director of Curriculum and Professional Learning Directors of Elementary and Secondary Curriculum

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

The District will adopt only those materials, and provide teacher training that supports evidence-based, systematic and explicit instruction in foundational reading skills according to the Science of Reading. Training and observational checklists are provided for administrators to ensure instruction is evidenced-based, systematic, and explicit.

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

A district level team analyzes quarterly district data and shares information with school-based administrators through a data analysis protocol. Principals will use the data analysis protocol with grade level/department teams to differentiate reading instruction.

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

Reading Endorsement courses will be advertised for all subject area teachers. Content area curriculum maps embed ELA standards. Literacy coaches will promote and support reading and writing across all content areas. Professional learning opportunities will be provided to content area teachers on reading and writing strategies to incorporate into content area instruction.

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

After plan is shared with principals, the Executive Directors will monitor the implementation of the reading plan and address concerns as needed.

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.

A district created survey will be sent mid-year to teachers, literacy coaches, and district and school-based administrators, for evaluation of the plan to identify elements in need of improvement and strategies to increase literacy outcomes. The District Literacy Leadership Team will utilize the state provided template to monitor implementation of the plan. District Literacy Leadership Team will review survey results and state provided template to improve implementation of the district's plan to increase literacy outcomes for students.

Self Reflection Tool
Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evlauation 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

https://www.floridacims.org

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?

Plan will be shared with school administrators to be shared at school sites.

Who at the district level supports effective implementation?

Executive Directors, Directors of Elementary and Secondary

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

School administrators will complete the state provided template to identify areas in need of improvement.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Plan will be shared with school administrators to be shared at school sites.

Who at the district level supports effective implementation?

Executive Directors, Directors of Elementary and Secondary

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

School administrators will complete the state provided evaluation template to identify areas in need of improvement.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Problem solving steps follow the MTSS framework and Decision Trees.

Who at the district level supports effective implementation?

MTSS Coordinator; Executive Directors of Elementary and Secondary

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

MTSS coordinator will conduct training on the revised district MTSS framework with school-based Instructional Leadership Teams. School administrators will use a problem- solving process to determine areas in need of improvement for effective implementation.

Summer Reading Camp

Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;

- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

The school district will provide summer instruction to grade 3 students who score a level 1 on the statewide standardized assessment for ELA. Teachers apply to teach Summer Reading Camp and Human Resources then checks for reading endorsement/certification for each applicant. The Curriculum Department verifies that teachers are highly effective through evaluations and principal recommendations. Teachers will use evidence-based explicit, systematic, and multisensory reading instruction through the following resources:
• McGraw Hill Wonderworks- Supports struggling readers by building foundational skills, developing close reading skills, providing differentiated instruction with scaffolded support, and informing instruction through assessment.
• Comprehension Toolkit - Includes nonfiction articles and trade books (Heinemann). Provides strategies that work to help students understand, respond to, and learn from nonfiction text, building background knowledge across the curriculum (Harvey, S., & Goudvis, A. (2005).
• Act Now (Benchmark)- Collaborative practice that builds close reading skills. Students read, annotate, and discuss the passages using text-based questions, returning to texts for deeper, closer reading and analysis (Fisher & Frey, 2013).
• Vocabulary Ladders (TCM)- Students build engaging vocabulary words to increase students reading and writing ability Rasinski, T., & Smith, M. C. (2014). Hattie's strategy number 40- vocabulary programs, effect size .62 (https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/)
• i-Ready (Curriculum Associates)- Provides students with differentiated independent practice of reading skills during centers. i-Ready Instruction meets the criteria for ESSA Level 3: Promising Evidence with Favorable Effects.
• Raz Plus (Reading A-Z)- Research-based digital literacy program that blends traditional teacher-led instruction with technology and improves the reading skills of PreK-5 students at every reading level with standards-aligned curricular resources designed for individual, small group, or whole class instruction. The McREL International's study of Raz Plus was reviewed by Evidence for ESSA and received a Tier 1, STRONG Evidence rating

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.

Camp Rise will be held on site at all Manatee County Title 1 schools. The goal of the summer program is to strengthen students' reading proficiency and eliminate the summer learning slide. Florida language Arts Standards will be integrated into daily lessons to help prepare students for the next grade and virtual field trips will help bring learning to life. Evidence-based curriculum will be integrated throughout the program.
• Literacy Footprints provides an explicit, systematic and multisensory approach to differentiated reading instruction. Three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21
• McGraw-Hill, Wonders includes the components that are necessary for a successful reading program including reading for meaning using high-quality text, systematic and explicit phonics instruction, and opportunities to apply the skills through reading and writing.
• Leveled Literacy Intervention (LLI) has a strong rating according to the Evidence for ESSA website. It provides explicit, systematic, and multisensory instruction in all of the components of reading instruction-phonological awareness, phonics, vocabulary, fluency, comprehension, writing, and oral language.
• i-Ready is an online program that supports reading lessons that are based on their individual skill level and needs.

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.)
400

Students who demonstrate a reading deficiency in grades K-2
300

Students who score Level 1 in grades 4-5
300

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.)
12%

Students who demonstrate a reading deficiency in grades K-2
3%

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

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.

To support language and literacy at home, the District has developed a Read-at-Home Plan. The purpose is to provide parents with guidance and resources needed to help ensure their child is successful in school. This plan includes reading and multi-sensory strategies that can be implemented at home as part a daily routine to support the school to home literacy connection and make a positive impact on a child's success in school. Soar in 4, the Suncoast Campaign for Grade Level Reading, and the United Way partner with the district to increase literacy support for students and families. Schools conduct parent literacy nights to promote school-home connections. A link will be shared in the Tier 3 substantial reading deficiency letter that will be given to parents when indicating there is a need for Tier 3 interventions. The Read at Home Plan will also be posted on the district website, individual school websites and posted on the Schoology platform. The plan will be communicated to principals at summer leadership conference.

Who at the district is responsible for monitoring this requirement?

The District Literacy Leadership Team will monitor this requirement.

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?

Benchmark Advance (K-2) and Wonders (3-5)- During small group principal meetings, we will provide documents to support monitoring of implementation through the domains from the Danielson Framework and facilitate data chats among and between principals. District scope and sequence and curriculum maps outline the use of a core evidence-based reading program for instruction. Literacy Coaches and district specialists will provide job embedded support.

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

Executive Director of Elementary Curriculum/Professional Learning, Director of Elementary Curriculum

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?

Within the core reading program there are rich, engaging, and complex literary and informational texts, including titles form the B.E.S.T. ELA Standards designed to develop students' abilities to analyze complex texts, cite from sources, reason, and communicate orally and in writing across social studies, science, and the arts. Ongoing professional development will be provided for the core reading programs and on effective practices to build background knowledge.

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

Executive Director of Elementary and Curriculum/ Professional Learning, Director of Elementary Curriculum

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

How does the district support and monitor implementation?

The district supports and monitors small group differentiated instruction in the K-2 Early Literacy initiative. Assessment data is also monitored at the district to ensure implementation of small group instruction. Professional development is provided for teachers and principals on small group instruction best practices. Evidence of Implementation checklists are posted in Schoology and used by administrators during walkthroughs.

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

Executive Director of Elementary and Curriculum/ Professional Learning, Director of Elementary Curriculum

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.

Alignment to the Revised Formula for Success is reflected through the Decision Trees for K-12 reading instruction.

How does the district support and monitor implementation?

The school district will utilize the state provided monitoring template and submit the template in accordance to the state required timeline.

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

The District Literacy Leadership Team; Elementary and Secondary Executive Directors

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:

Updated_2021-2022_Manatee_County_Decision_Trees.pdf
Updated Manatee Decision Trees_Sept_9_21
[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.

Across the school year, schools will use the Decision Trees and diagnostic, formative, and progress monitoring assessments as a guide as they use the diagnostic tool to identify students with substantial reading deficiencies.

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.

Master schedules for L300 schools include a dedicated 60 minutes of reading instruction in addition to the 90 minute uninterrupted reading block.

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

Evidence of effectiveness of teaching reading is documented through multiple forms of assessment data. Reading coaches and district specialists provide coaching and support to teachers. District leaders work with building administration to determine effectiveness based on VAM and learning gains data. Teachers who are working with Tier 3 students are reading endorsed or certified.

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.

Teachers use multiple sources of data to differentiate instruction including i-Ready (K-5), running records (K-2), district Benchmark Assessments (3-5), prior year FSA (4-5), and frequent progress monitoring/ formative assessments. Teachers use this data to drive instruction and to regroup students as needed. To support explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, L300 schools will use Literacy Footprints, SRA, and Leveled Literacy Intervention (LLI) during the additional 60 minutes of reading instruction. Teachers will receive professional development on the frameworks for these programs as well as on the Science of Reading research and responsive teaching methods. Literacy coaches will provide job embedded support. Building administration observe small group instruction and provide additional support as needed. Both Literacy Footprints and LLI include a balance of literary and informational texts and a wide variety of genres that support the integration of social studies, science, and mathematics. In addition, schools will use differentiated comprehension lesion included in Benchmark Advance and Wonders to incorporate additional social studies, science, and mathematics. All frameworks include text discussions and writing in response to reading.