

[illegible]

2021-22 Reading Plan

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals	3
Budget	6
School Literacy Leadership Teams	7
Professional Development	8
Charter Schools	9
Literacy Coaches	10
District-Level Monitoring of Plan Implementation	13
School-Level Monitoring of Plan Implementation	17
Summer Reading Camp	19
Parent Support through a Read-At-Home Plan	22
Assessment, Curriculum, and Instruction	23
Identification of Students with a Substantial Reading Deficiency	27

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	Taylor, Robert Literacy Coordinator robert.taylor@keysschools.com (305) 293-1400 x 53384
Elementary English Language Arts (ELA)	Taylor, Robert Literacy Coordinator robert.taylor@keysschools.com (305) 293-1400 x 53384
Secondary ELA	Taylor, Robert Literacy Coordinator robert.taylor@keysschools.com (305) 293-1400 x 53384
Reading Endorsement	Taylor, Robert Literacy Coordinator robert.taylor@keysschools.com (305) 293-1400 x 53384
Reading Curriculum	Taylor, Robert Literacy Coordinator robert.taylor@keysschools.com (305) 293-1400 x 53384
Professional Development	Taylor, Robert Literacy Coordinator robert.taylor@keysschools.com (305) 293-1400 x 53384
Assessment	Murphy, Dave Executive Director of Assessment and Accountability dave.murphy@keysschools.com (305) 293-1400 x 53444
Summer Reading Camp	Taylor, Robert Literacy Coordinator robert.taylor@keysschools.com (305) 293-1400 x 53384
Third Grade Promotion	Taylor, Robert Literacy Coordinator robert.taylor@keysschools.com (305) 293-1400 x 53384
300 Lowest-Performing Elementary Schools	Taylor, Robert Literacy Coordinator robert.taylor@keysschools.com (305) 293-1400 x 53384
Data Element	Michaud, Michael SIS Administrator michael.michaud@keysschools.com (305) 293-1400 x 53345

Communication of Plan Information

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

The district communicates the contents of the CERP K-12 Plan through school-based leadership, including school principals and literacy coaches. Regularly scheduled meetings occur with principals.

We also use the CERP K-12 reading plan throughout the year in monthly assistant principal and literacy coach meetings. Literacy Coaches share the plan at each school site with literacy leadership teams, classroom teachers, support staff, and to any parent who wishes to know more about the plan.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 58%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 63%

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

In order to increase the percentage of VPK students ready for Kindergarten we will offer training on the VPK to B.E.S.T. Standards in grades K-3 to all of our early childhood teachers. We will be opening the lines of communications between VPK providers and the district. We will be communicating the importance of parents reading at home to their child starting at birth and the importance of having books in the home. We will share resources with parents on the importance of speaking to your child and developing their vocabulary.

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	19	23	30	23	6	14	18	35	25	8
4	21	21	30	22	5	16	16	35	24	9
5	19	23	28	21	9	14	18	33	24	11
6	20	28	23	20	10	15	23	28	23	11
7	23	26	23	19	8	18	21	28	23	10
8	22	24	29	16	9	17	19	34	19	11
9	26	24	25	17	8	21	19	30	20	10
10	24	23	26	19	7	19	18	31	23	9

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%).

The goal is to decrease the number of level 1 and level 2 students on the FSA in grades 3-10. The goal will be to increase our Kindergarten readiness percentage from 58% to 63%. Additionally, students in grade K-2 will increase at least 5% from PM1 to PM3 in STAR Early Literacy or STAR Reading.

District Budget for Research-Based Reading Instructions Allocation

Budget

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

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

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

The reading allocation funds allow us to provide a literacy coach in all of our K-5 and K-8 schools. These school-based coaches are prioritizing K-3 students and teachers. Students in grades K-3 will receive evidence-based interventions as deemed appropriate through literacy coach and teacher discussions, the student's data, and the student's IEP. The literacy coach can assist in the identification of students with a reading disability and support the classroom teacher through the MTSS process. The literacy coaches will use reading diagnostic tools such as the Renaissance Place CBM, the BAS, the ERDA, and the DAR to assist teachers in what areas the students require reading intervention in. Literacy coaches will support teachers in grades K-2 work with students to decode words, analyze word parts, and write and recognize words. This has strong evidence to support a continued use and focus as indicated in the IES Practice guide entitled "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade."

School Literacy Leadership Teams

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

The CERP K-12 plan is shared with school leadership teams and school based literacy coaches will assist in establishing/reimagining the LLT with school administrators.

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

Literacy Coordinator-Robert Taylor

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

Literacy Coordinator-Robert Taylor
Executive Director of Teaching and Learning-Dr. Fran Herrin

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.

- Professional development in June 2021, in August 2021, and throughout the year in Early Release Professional Development trainings will 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. Additionally, school based literacy coaches will support their teacher's needs by providing school based professional development.
- After each progress monitoring literacy coaches will differentiate and intensify professional development to meet the development needs of teachers in particular standards, benchmarks, or high yield instructional practices.
- Each school site will identify mentor teachers per the mentor-training program, which currently exists at MCSD and is managed by Kristy Munafo. Model classrooms are identified quarterly throughout the district. These model classrooms identified based on a particular teaching profile that has been determined to be highly effective. Through a district program called "The View" teachers can select to or be chosen to participate by going to different classrooms, within their school or at other schools throughout the district, and observe classrooms. All participants debrief with district leaders after each classroom visited to discuss their noticing's and wonderings. The View is occurs quarterly. Additionally, each school site is encouraged to select model classrooms for their teachers to observe.
- Each week teachers have protected time to meet vertically or in grade level teams to engage in professional development.

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 CERP K-12 plan is shared at the beginning of the year in the principal planning meetings. Additionally, all training opportunities are shared via email and through the professional development catalog using Frontline.

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

Literacy Coordinator-Robert Taylor
Executive Director of Teaching and Learning-Dr. Fran Herrin

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.

All schools in MCSD have a reading coach (literacy coach.) The District utilizes a number of data indicators to tier schools for District Support. These indicators include: student performance data in ELA and math, subgroup performance in ELA and math, school report card data, student demographics (race/ethnicity, ELL, ESE, FRL), teacher assignment, and school leadership. All schools receive Tier I supports that include monthly visits by district staff, intervention materials, teacher training and ongoing professional learning, and coaching support. Tier II and III school support includes increased frequency and intensity of district support and oversight.

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?

During Opening of Schools Principal Meetings, the roles and responsibilities of literacy coaches are reviewed, including specific guidance on weekly allocation of time and tasks. This information is also shared during Opening of Schools Literacy Coach meetings and reinforced during monthly meetings. Principal supervisors and District literacy staff monitor reading coach activities to ensure activities are strategically aligned with school and district priorities. Literacy coaches also maintain weekly coaching logs.

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

The district supports coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching cycles, and providing professional development based on need through monthly coaching meetings. Coaches receive monthly professional development in the area of coaching. Coaches work closely with the MTSS coordinators and data coaches to identify high yield instructional practices that will allow teachers to differentiate at the tier one level of instruction, and provide targeted interventions for tier 2 and 3 students.

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

Literacy Coordinator-Robert Taylor

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

Weekly with Reading Coach and school administration; monthly by ELA Coordinator.

Coaches plan for their work with school administration in alignment with the school improvement plan. Coaches complete Qualtrics logs of time and tasks.

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

School-based Literacy Team meets regularly (weekly or bi-weekly) to review data from iStation and other diagnostic assessments and data from classroom observations. Overall class progress, as well as individual student growth, is monitored for instructional adjustments.

District literacy staff support school level Literacy Coaches. If the data suggests a need to reevaluate the school's use of a coach, the literacy supervisor works directly with the school.

For problem Identification: District and teacher needs assessment surveys

Regular school visits and debriefed observations

Recommendations from Executive Director of Curriculum based on findings in principal data chats

Data review teams meet regularly to make decisions around support needed. These teams follow the MTSS Planning/Problem Solving Process –what's the problem, why is it occurring, what are we going to do about it, and is it working?

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?
STAR Early Literacy	Kindergarten students and students in grades 1 & 2 who are showing gaps in foundational reading skills.	Screeners, Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
STAR Reading	All students in grades 1-12	Screeners, Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
CBM	Students in grades K-3 who score at a T3 level on STAR Reading or STAR Early Literacy	Screeners	Phonics, Fluency, Comprehension	Monthly
Istation (ISIP)	An adaptive CBT is given monthly to all students in grades K-6 (except for at PKS it is used in grades K-5 only.)	Screeners, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Achieve 3000	Adaptive CBT is given to students in reading classes in grades 6-12	Screeners, Formative Assessment	Fluency, Vocabulary, Comprehension	Monthly
Benchmark Assessment System	Students in grades K-12 who consistently score at a T3 level on STAR Reading or STAR Early Literacy	Screeners	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
FLKRS	First time K students	Screeners	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
FSA	Students in grades 3-10	Summative	Vocabulary, Comprehension	Annually
Elementary and Secondary Oral Communication Rubrics-B.E.S.T. Standards	K-12 students		Oral Language	

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?

Executive Director of Teaching and Learning-Dr. Fran Herrin
Literacy Coordinator-Robert Taylor

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

All teachers who teach foundational reading skills are using district curriculum maps that outline the systematic approach to teaching phonemic awareness and phonics. Teachers have all received training

on the “Science of Reading.” Teachers have received training on explicit teaching and 80% of their classroom time is to be spent working with grade level materials and students are to be working on grade level activities. Our core curriculum and supplemental materials are all evidence-based according to ESSA at the strong or moderate level. Instructional strategies utilized also have ESSA evidence at the strong or moderate level. With high yield, instructional practices and using evidence based instructional materials teachers are supported during the students’ development in the area of oral language, phonemic awareness, phonics, vocabulary, fluency, and comprehension.

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

Teachers collect formative data throughout their lessons to differentiate instruction. Formative assessment data is used to determine which students are demonstrating mastery, which need more practice, which need to be retaught, and which students require teacher support. Literacy coaches assist teachers in the purposeful utilization of formative assessment and how to use the data to drive instruction.

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

In K-5, the units of study, curriculum, maps, and district lesson plans all exemplify using literacy strategies in content areas. There is integration of subject area texts into the reading block and content area texts are discussed to build knowledge. Vocabulary strategies are integrated into all subject areas. In grades 6-12, all teachers are trained in the “Science of Reading,” vocabulary instruction, and writing to learn. Teachers utilize discussions to deepen the student’s knowledge and to build their background knowledge. All teachers are being introduced to the ELA B.E.S.T. Standards and literacy coaches will be modeling how to integrate the ELA standards into a content area course. Additionally, all teachers (K-12) are encouraged to become reading endorsed.

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

Administrators voice curriculum and instructional concerns at their monthly meetings. Additionally, the reading supervisor may be contacted for additional support. If an administrator notices or wonders if student’s needs are being met a literacy coach could be asked to observe the classroom, engage the teacher into a coaching cycle, and build the teachers capacity to meet all of the needs of all students.

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.

Monroe County School District will utilize the JRF! model to evaluate the implementation of the CERP K-12 plan at the end of the 2021-2022 school year. All elements of the plan will be reviewed by speaking with administrators, literacy coaches, media specialists, and teachers. The feedback will be scrutinized

to identify areas of improvement and strategies to increase literacy outcomes for students. The feedback from teachers in grades K-2 and grades 6-12 reading will inform year two of the B.E.S.T. Standards implementation and the utilization of the adoption materials that will be used in the school year 2022-2023 in all grades. All ELA MTSS data will be reviewed.

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?

Literacy Leadership Teams will monitor the implementation of the district reading plan at the school level utilizing a district wide meeting template and suggested agenda.

Who at the district level supports effective implementation?

Literacy Coordinator-Robert Taylor

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

The district literacy coordinator will collect LLT meeting minutes and questions. The literacy coordinator will respond to questions and/or identified issues. Based on the issues at hand, the Executive Director of Teaching and Learning will be included in the solution-finding cycle.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Principals develop schedules for weekly walkthroughs. Walkthroughs are targeted on issues discussed by the LLC and/or observed by administrative staff and/or the literacy coach. District walkthroughs occur on a regular schedule to support the weekly walkthroughs at each school.

Who at the district level supports effective implementation?

The Superintendent's Leadership Team and/or the Literacy Coordinator support implementation of the walkthrough process.

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

The principal will collect LLT meeting minutes and questions. In alignment with ongoing observations discussed by administrators and the literacy coach, the focus of the walkthrough will be designed and carried out.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Multiple data points for individual students are studied. Tiered student interventions are designed to facilitate successful interventions and support needs of students. MTSS coordinators at each school are trained and invested in the process.

Who at the district level supports effective implementation?

Executive Director of Teaching and Learning-Dr. Fran Herrin
Literacy Coordinator-Rob Taylor

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

An assistant principal at each school site is a member of the MTSS team to ensure fidelity and to identify areas of improvement for effective implementation. Interventions are continually reviewed and the student's response to the intervention is measured. Adjustments are made (if necessary) in order to insure the success of every student.

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.

Reading endorsed or reading certified teachers will utilize “Immersive Summer Learning from Scholastic Powered by BELL” (http://teacher.scholastic.com/products/summerlearning/pdfs/004_Scholastic-BELL_Brochure_single-page-FINAL.pdf?esp=SLRN/ib/02180401///SLRNinfo_BELL_PSLM) and Istation as the primary instructional materials in the third grade reading camp. Using the IES Guide, “Improving Reading Comprehension in Kindergarten through 3rd Grade”, teachers will teach students how to use reading comprehension strategies. Utilizing Istation students will receive adaptive instruction on any foundational skills they show gaps in and in reading texts with fluency. (https://cdn2.hubspot.net/hubfs/288746/___E-Brochures/ESSA.Priorities.National_1.31.17.pdf?t=1485894887997) Students showing a deficit in phonics and fluency will receive multisensory instruction in decoding words, analyzing word parts, and writing and recognizing words using instructional routines outlined in the IES Guide, “Improving Reading Comprehension in Kindergarten through 3rd Grade.” The guide shows strong ESSA evidence.

Immersive Summer Learning from Scholastic Powered by Bell has B.E.S.T. alignment:

B.E.S.T. Alignment

Foundations

- Adapted to meet the needs of the traditional beginning reader
- Expanded to include phonological awareness remediation for secondary students

Reading

Three standards:

- Prose and poetry
- Informational text
- Across genres

Communication

Five standards:

- Communicating through writing
- Communicating orally
- Following conventions
- Researching
- Creating and collaborating

Vocabulary

One standard:

Finding meaning

- Vocabulary is a building block of knowledge and essential to a thorough understanding of a text.

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.

For grades K-2, Reading endorsed or reading certified teachers will utilize “Immersive Summer Learning from Scholastic Powered by BELL” (http://teacher.scholastic.com/products/summerlearning/pdfs/004_Scholastic-BELL_Brochure_single-page-FINAL.pdf?esp=SLRN/ib/02180401///SLRNinfo_BELL_PSLM) and Istation as the primary instructional materials in the grade level reading camps. Using the IES Guide, “Improving Reading Comprehension in Kindergarten through 3rd Grade”, teachers will teach students how to use reading comprehension strategies. Utilizing Istation students will receive adaptive instruction on any foundational skills they show gaps in and in reading texts with fluency. (https://cdn2.hubspot.net/hubfs/288746/___E-Brochures/ESSA.Priorities.National_1.31.17.pdf?t=1485894887997) Students showing a deficit in phonics and fluency will receive multisensory instruction in decoding words, analyzing word parts, and writing and recognizing words using instructional routines outlined in the IES Guide, “Improving Reading Comprehension in Kindergarten through 3rd Grade.” The guide shows strong ESSA evidence. Phonemic awareness instruction will be provided to students who show deficits by utilizing the “Improving Reading Comprehension in Kindergarten through 3rd Grade.” The guide shows strong ESSA evidence. For grades 4-5, Reading endorsed or reading certified teachers will utilize “Immersive Summer Learning from Scholastic Powered by BELL” (http://teacher.scholastic.com/products/summerlearning/pdfs/004_Scholastic-BELL_Brochure_single-page-FINAL.pdf?esp=SLRN/ib/02180401///SLRNinfo_BELL_PSLM) and Istation as the primary instructional materials in the grade level reading camps. Utilizing Istation students will receive adaptive instruction on any foundational skills they show gaps in and in reading texts with fluency. (https://cdn2.hubspot.net/hubfs/288746/___E-Brochures/ESSA.Priorities.National_1.31.17.pdf?t=1485894887997) Using the IES Guide “Assisting Students Struggling with Reading: Response to Intervention (RTI) and Multi-Tier Intervention in the Primary Grades” <https://ies.ed.gov/ncee/wwc/PracticeGuide/3> teachers will provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.

Immersive Summer Learning from Scholastic Powered by Bell has B.E.S.T. alignment:

B.E.S.T. Alignment

Foundations

- Adapted to meet the needs of the traditional beginning reader
- Expanded to include phonological awareness remediation for secondary students

Reading

Three standards:

- Prose and poetry
- Informational text
- Across genres

Communication

Five standards:

- Communicating through writing

- Communicating orally
- Following conventions
- Researching
- Creating and collaborating

Vocabulary

One standard:

Finding meaning

- Vocabulary is a building block of knowledge and essential to a thorough understanding of a text.

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.)

120

Students who demonstrate a reading deficiency in grades K-2

608

Students who score Level 1 in grades 4-5

251

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.)

97%

Students who demonstrate a reading deficiency in grades K-2

63%

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.

After the second Progress Monitoring, literacy coaches, at each school site, identify students with a substantial deficiency in reading. A letter is sent home and the classroom teacher calls home to speak with the parents about ways parents can support their child by reading-at-home. Additionally, the JRF! Parent Guides for the B.E.S.T. standards will be utilized to better inform caregivers of learning activities they can have their child participate in to support literacy. Classroom teachers will ensure all students have books that they can read at home by creating book bags that go from school to home and back to school. Additionally, students in MCSD have access to text through myOn, Reading A to Z, and Istation at home. Specific schools that use Lexia Core 5 also have supports in place for students to have access to texts at home. MyOn, Lexia Core 5, Reading A to Z, and Istation all support foundational reading skills. Title 1 schools also offer additional time after school to support readers who are showing a substantial reading deficiency. These programs utilize Scholastic LitClub.

Who at the district is responsible for monitoring this requirement?

Literacy Coordinator-Robert Taylor
Executive Director of Teaching and Learning-Dr. Fran Herrin

Assessment, Curriculum, and Instruction

Requirements - Part A

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

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

How does the district support and monitor implementation?

The district has curriculum maps that support the literacy block. The district also provides 9 weeks of modeled instruction through lesson plans. Literacy coaches work with grade level teams to ensure fidelity.

The district monitors implementation through administrator, literacy coach, and district walkthroughs. All school sites K-5 submit their 90-minute reading block to the literacy coordinator to be approved and it must be demonstrated in each grade levels (K-5) master schedule.

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

Executive Director of Teaching and Learning-Dr. Fran Herrin
Literacy Coordinator-Robert Taylor

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

How does the district support and monitor implementation?

The MCSD model lesson plans all demonstrate the integration of social studies, the arts, and science into the ELA block. Throughout the day students are building knowledge through text.

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

Literacy Coordinator-Robert Taylor
Executive Director of Teaching and Learning-Dr. Fran Herrin

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

How does the district support and monitor implementation?

Data driven decisions are made with the literacy coach, data coach and classroom teachers to determine the small groups needed to differentiate instruction to meet all of the student's needs. Groups are not static and are reorganized as needed. Lesson plans must include small group instruction.

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

Literacy Coordinator-Robert Taylor
Executive Director of Teaching and Learning-Dr. Fran Herrin

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.

All teachers in grades K-5 receive professional development in the "Science of Reading." All English and Reading teachers in grades 6-12 receive professional development in the "Science of Reading." The Science of Reading supports the six components of reading. Additionally MCSD provides a lesson plan template which supports the integration of all six reading components into daily instructional routines. The B.E.S.T. Foundational Standards in K-2 and in 6-12 reading support the six components of reading instruction. All four types of classroom assessments: screening, progress monitoring/formative assessment, diagnosis, and summative assessment are utilized in all classrooms. Data is used to differentiate instruction and to meet the needs of all learners. All K-12 reading instruction is designed to meet the needs of all learners and utilizes multisensory instruction, the principles of universal design, cultural awareness, support social emotional learning, and utilize the WIDA Can Do indicators to support multilingual students. Texts are selected so all students can see themselves in text and the text is presented in print and electronically with audio. Teachers receive ongoing professional development both through their school site and through district professional development. Model classrooms are identified so teachers can observe Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3 in action.

Additionally, MCSD encourages all teachers to become reading endorsed regardless of content taught or grade level taught.

How does the district support and monitor implementation?

- Literacy Coaches
- Administrator Walkthroughs
- District Classroom Visits

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

Literacy Coordinator-Robert Taylor
Executive Director of Teaching and Learning-Dr. Fran Herrin

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:

MONROE_Decision_Trees_2021_2022.pdf
<i>Monroe County K-5, 6-8, 9-12 Decision Trees 2021-2022</i>
Document Link

Identification of Students with a Substantial Reading Deficiency

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

At each school student data on all state assessments and progress monitoring is dissected to look for reading deficiencies. Students who are more than a year behind or show any gap in foundational reading skills will be administered reading diagnostic assessments such as the ERDA, STAR CBM, or the DAR. Evidence based interventions will be put in place to meet the student where they are and provided by a reading endorsed or certified teacher. If the interventions are done with fidelity and that student does not show improvement in their reading skills, the student will be referred for further academic testing.

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?

If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

No

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

Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.

N/A

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

N/A

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:

- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;
- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and
- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

N/A