2021-22 Reading Plan

Table of Contents

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	Gorham, David Director, Elementary Curriculum and Instruction david.gorham@ocps.net 407-317- 3200 ext 2004089
Secondary ELA	Butterfield, Mandy Senior Administrator, Secondary Literacy mandy.butterfield@ocps.net 407-317- 3200 ext 2004142
Reading Endorsement	Pavlonnis, Kimberly Program Specialist, MTSS kimberly.pavlonnis@ocps.net
Reading Curriculum	Gorham, David Director, Elementary Curriculum and Instruction david.gorham@ocps.net 407-317- 3200 ext 2004089
Professional Development	Bradshaw, Leigh Ann Executive Area Director, Professional Learning Department leigh.bradshaw@ocps.net 407-317- 3200
Assessment	Sasser, Jennifer Associate Superintendent, Research, Accountability & Grants jennifer.sasser@ocps.net 4073173200
Summer Reading Camp	Lindlau, Charles Executive Area Director charles.lindlau@ocps.net 407-317- 3200
300 Lowest-Performing Elementary Schools	Berson, Rosemary Senior Administrator, Corrective Programs rosemary.berson@ocps.net 407-317- 3200
Elementary English Language Arts (ELA)	Platzer, Michelle Senior Administrator, Elementary ELA michelle.platzer@ocps.net 407-317- 3200 ext 2002532
Third Grade Promotion	Owens, Karla Director, Student Services karla.owens@ocps.net 407-317- 3200 ext 2002386
Data Element	Leonard, Alysia Senior Instructional Process Specialist alysia.leonard@ocps.net 407-317- 3200 ext 2002280

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.

An overview video tutorial will be posted and shared with various stakeholders through the OCPS website. The overview will also be linked within each course detail page for K-12 ELA and Reading. The plan will also be posted within the FLDOE Just Read, Florida! website in addition to the OCPS

website. The plan will also be accessible within our instructional materials website for K-12 ELA and Reading. Specific information will also be included in our district's Deputy Superintendent Newsletter that is distributed to administrators and instructional staff.

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 56%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 61%

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

Make all stakeholders aware of the purpose of the Florida Kindergarten Readiness Screener and the implications it has on VPK providers
Provide trainings for teachers and/or testing administrators prior to administration
Ensure teachers and testing administrators closely follow the pre-test instructions
Become familiar with STAR Early Literacy testing accommodations
Ensure teachers and testing administrators closely follow the pre-test instructions
Become familiar with STAR Early Literacy testing accommodations
Consider administering in small group setting in classroom rather than whole class lab setting to closely monitor
Ensure headphones are working and students are accustomed to using them
Allow more time for children lacking technology skills to take the assessment within the testing window
Help students acclimate to use of computer prior to FLKRS
Familiarize students with navigation using laptops and a mouse
Allow children to take practice test to become more familiar with the testing format
Implement Star Early Literacy Program in VPK to monitor progress and acclimate children to the assessment
Monitor the District's overall progress and administration of FLKRS to ensure all schools are participating before the assessment window closes (including Charter Schools)

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	25	20	27	21	7	23	21	27	21	8
4	31	19	23	19	8	21	22	27	22	8
5	24	23	25	19	9	22	24	26	19	9
6	26	22	21	22	9	24	22	22	23	9
7	31	23	21	16	9	29	23	21	17	10
8	27	22	24	17	9	25	22	25	18	10
9	30	22	20	18	9	26	22	21	19	12
10	25	23	21	21	9	24	23	23	17	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%).

For kindergarten, increase the percentage of students currently scoring at or above grade level on FLKRS by 5% this year, from (56%) to (61%).

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 district is providing additional professional development opportunities for teachers and coaches of grades K-2 in partnership with the University of Central Florida. Additional resources have been purchased for VPK-2 including Heggerty and professional learning to support implementation. SIPPS will also be purchased for all elementary schools. Endorsement opportunities are prioritized for teachers of intensive reading interventions and grade 3. Additionally select teachers, coaches, and administrators will be afforded the opportunity to complete online coursework focused on the science of reading and foundational skills in grades K-3.

School Literacy Leadership Teams

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

The requirement is communicated through both coach meetings and leadership meetings between school leadership and district-level leadership.

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

A survey will be submitted by each school identifying members of their School Literacy Leadership Team. Survey submissions will be collected by Curriculum & Digital Learning.

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

Each learning community establishes their data collection methods and timeline. Curriculum and Instruction may be called upon to support when needed.

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.

Online coursework focused on the science of reading and foundational skills will be made available through AIM Pathway for selected instructional and administrative leaders. The Coach Orange: Early Literacy series will also be provided for coaches of early literacy instruction in grades K-3 focused on the Science of Reading methodology. Pending Title IV funding approval, a hands on multisensory PD series will also be offered to primary teachers. Per statute requirements, an online course will be available for all teachers focused on 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. Specific training opportunities will be provided focused on the integration of the B.E.S.T. foundational reading standards for elementary and secondary. SIPPS and Heggerty Phonemic Awareness training will also be provided for reading intervention teachers and coaches. Reading and Writing PD opportunities are made available through the IMPACT Professional Development series. Administrator IMPACT sessions highlight and align to the content and strategies that were presented to teachers and provide insights around supporting teachers with implementation.

Schools develop their professional learning plans based on the needs of their schools. These plans include specific supports for teachers based on progress monitoring data. Additional supports through side-by-side coaching for teachers are provided to teachers based on school requests and Program Specialist availability by content and grade-level. Administrators and coaches are supported in their school-based professional development plans through their participation in district-wide IMPACT Administrator series and Leads meetings.

The Professional Learning Department provides year-long support and professional development through the Lead Mentor series to build mentors across the district. Schools select mentor teachers based on the expertise and needs of their teachers and staff.

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?

Our primary means of communication will be through our Deputy Superintendent Newsletters, Learning Community Principal meetings, Assistant Principal of Instruction meetings, coach/leads meetings, and via email distribution lists for administrators and literacy coaches.

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

Learning Community Leadership Teams are primarily responsible for supporting specific schools within their learning communities with additional supports, when necessary, from content area specialists in the Curriculum and Digital Learning department, upon request.

Specific schools within Corrective Programs receive regular supports with professional development from assigned content area specialists.

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.

The following indicators are used to determine schools with the greatest need: student achievement, leadership, supportive environment and professional capacity. There are additional factors within each of these indicators that are scaled from high risk to low risk. Once the Risk Factor Analysis is completed, schools are identified for additional support from the School Transformation Office, Corrective Programs or increased district-level support. An overview sheet is attached. Literacy/Reading coaches are required to be certified or endorsed in Reading.

Upload rubric, if applicable
The following documents were submitted as evidence for this section:

Risk_Factor_Analysis_Indicators_Overview_Sheet_(1).pdf
Risk Factor Analysis Factors - OCPS
[Document Link](#)

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?

Deputy Superintendent Newsletters, Learning Community 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?

All instructional coaches for the district are required to complete the Facilitative Coaching Series through the Professional Learning Department. Within this series, coaches and aspiring coaches learn how to lead teacher teams. Our district also offers an extended coaching opportunity upon application called the Advanced Coaching Academy. This series further defines the role of the coach, and the coaching cycle. Content-specific coach and instructional leader meetings are held multiple times per year for ELA and Reading for elementary and secondary. During these meetings, we focus on the role of the literacy coach. A Deputy Superintendent Memo will also be released with the statute language associated with the role of literacy coaches, including the minimum requirements

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

Monitoring is conducted by school-level and learning community leadership teams. At the district level, the Executive Area Director of each learning community will monitor coaching time and tasks.

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

Quarterly, at minimum. Each learning community establishes their data collection methods and timeline. At the district level, the Executive Area Director of each learning community will review the data within each of their meetings with the school sites.

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

The determination of coaching time and tasks are primarily made on the needs of students within schools. With the support of the various coaching series' that are provided through the Professional Learning Department, specific problem-solving steps are addressed through direct communication with principals of coaching candidates within the Facilitative Coaching Series and Advanced Coaching Academy that is grounded in the research and work from Jim Knight and the UF Lastinger Center. If the data suggests that inadequate time is being spent on coaching tasks, coaches are guided to speak first to their principal before escalating the concern to the learning community or Executive Area Director. Concerns can also be addressed during specific portions of Literacy Leads and Coach meetings designed to collaboratively problem-solve within the coaching role.

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?
SIPPS Placement Assessment	Elementary students that score one or more grade levels below on i-Ready diagnostic and/or teacher observation/recommendation Middle school students who score two or more grade levels below on initial diagnostic assessment	Screener	Phonological Awareness, Phonics, Fluency, Vocabulary	Annually
SIPPS Mastery Tests	Select elementary and middle school students based on placement test	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary	2 x A Month
Reading Plus InSight Benchmark Assessment	9/10 grade students in Intensive Reading	Diagnostic	Vocabulary, Comprehension	3 x A Year
Reading Plus Adaptive Lessons	9/10 grade students in Intensive Reading	Progress Monitoring	Vocabulary, Comprehension	2 x A Month
i-Ready	All elementary and middle school students	Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
i-Ready	Additional checkpoint for students needing tier 2 or 3 support in MTSS	Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
i-Ready	Elementary and middle school students	Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	2 x A Month
District Developed Assessment	All students, K-5	Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	2 x A Month
District Developed Assessment	All students, 6-10	Progress Monitoring	Vocabulary, Comprehension	2 x A Month
System 44, HMH Phonics Inventory	Newcomer ELLs in 9/10 grade	Screener	Phonics, Fluency, Comprehension	Annually

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?
System 44, HMH Phonics Inventory	Newcomer ELLs in 9/10 grade	Progress Monitoring	Phonics, Fluency, Comprehension	2 x A Month
FSA	All students, 3-10	Summative	Vocabulary, Comprehension	Annually
	K-12 LY students	Summative	Oral Language, Vocabulary, Comprehension	Annually
IDEA Proficiency Test	K-12 LY Students	Screener	Oral Language, Vocabulary	Annually
Heggerty	K-2	Progress Monitoring, Diagnostic	Phonological Awareness	3 x A Year
Literably	Select High Needs Schools grades 1 and 2	Progress Monitoring, Diagnostic	Fluency	3 x A Year
		Screener, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	Annually
FLKRS	All, kindergarteners			

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?

Curriculum & Digital Learning, Learning Community Leadership Teams, Corrective Programs, School Transformation Office, Multilingual Department

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

Specific resources such as district created materials, SIPPS and Heggerty have been procured to deliver explicit and systematic instruction in foundational reading skills and professional development will continue to be provided to support implementation. A self-paced course is also being developed to support teachers in implementing instruction for foundational reading skills and the science of reading.

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

Professional development is continuously offered to help teachers build data literacy. After each diagnostic assessment teachers are provided opportunities with the vendors to dive deeply into the data and plan for differentiated instruction in response to the data. Administrators and literacy coaches are also provided professional learning opportunities to help guide teacher-teams in data-driven decision making.

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

A specific session within our principal preparation program addresses literacy within the content areas. Our district also participated within a 3-year professional learning series on literacy, with a specific focus on cross-content literacy, writing across content areas and academic discourse. Cross-collaboration amongst content areas at the district level is taking place to align literacy practices across science and social studies.

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

Various stakeholders are encouraged to contact the school, learning community and main reading contact should they have any concerns regarding the implementation of the plan.

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.

Through the analysis of our 2020-2021 Reading Plan, we determined a need for greater supports in the Science of Reading and established learning opportunities for literacy coaches, early literacy teachers and leaders across our district. We designed a professional learning series specifically for early literacy coaches called Coach Orange: Early Literacy that delved deeply into the Science of Reading and foundational reading skills in partnership with the University of Central Florida. We also designed a specific series for K-2 teachers with the same focus and facilitators to create an alignment between coaches and teachers within early literacy.

In an effort to create a common understanding and extends beyond coaches and teachers, we also afforded various administrators across our county the opportunity to participate within a professional learning series titled Pathway to Literacy Leadership focused on the Science of Reading and literacy leadership in partnership with the AIM Institute for Learning & Research. Literacy coaches were also invited to attend an aligned series titled Pathways to Proficient Readers.

We have also designed a self-paced course aligned to statute requirements for recertification that provides 40 hours of content focused on explicit and systematic reading instruction for all district teachers, free of cost. This course aligns to the objectives set forth within the statute.

Feedback was solicited at each administrator, coach, and teacher PD opportunity throughout the year,

which was used to inform the creation of the plan. Walkthrough data and school visits were also considered in the development of the plan.

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

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 coach/leads meetings will share the content of the K-12 reading plan, and leads and coaches will be responsible for supporting their schools as they implement the plan. An overview video will also be provided to all in the district.

Plan implementation will be monitored by principals and Learning Community Leadership Teams through the use of the CERP Reflection Tool.

Who at the district level supports effective implementation?

Learning Community Leadership, Curriculum and Digital Learning, and School Transformation Office, Student Services and Corrective Programs, as applicable

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

Analysis of classroom walkthrough data, i-Ready growth and diagnostics, progress monitoring activities and response to intervention. The use of the CERP Reflection Tool will identify specific points of improvement to be addressed within the current year and the development of future plans.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Classroom walkthrough forms will be updated to include evidences of explicit and systematic reading instruction and Science of Reading methodology to be utilized my literacy coaches and administrators

Who at the district level supports effective implementation?

Learning Community Leadership, Curriculum and Digital Learning, and School Transformation Office, Student Services and Corrective Programs, as applicable

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

Analysis of classroom walkthrough data, i-Ready growth and diagnostics, progress monitoring activities and response to intervention

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Monthly data meetings by area including the MTSS Problem-Solving Teams and learning community leadership to review i-Ready, progress monitoring activities and response to intervention.

Who at the district level supports effective implementation?

Learning Community Leadership, Curriculum and Digital Learning, and School Transformation Office, Student Services and Corrective Programs, as applicable.

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

Analysis of classroom walkthrough data, i-Ready growth and diagnostics, progress monitoring activities and response to intervention.

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.

Students who were deemed at risk of scoring a level 1 on the FSA ELA based on the iReady MOY diagnostic were invited to summer reading camp. Once FSA ELA scores are released, additional students who score a level 1 will be invited if they are not already in attendance.
Teachers will be provided resources to teach third grade summer reading camp. Based on district-wide data, comprehension standards were selected and prioritized for reteaching. Heggerty will be used for phonological awareness instruction, and district created foundational lessons will be used as a guide for core phonics instruction. Students will also receive instruction using SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) for the intervention portion of the camp day. The SIPPS program provides a structured literacy approach to foundational skills instruction through explicit instructional routines focused on phonological awareness, spelling-sounds, and sight words, with immediate application to reading connected text and to spelling. SIPPS is a research-based foundational skills program proven to help both new and struggling readers in grades K-12 build the skills necessary to create strong, independent readers. The instructional practice, teaches students to decode words, analyze word parts, and write and recognize words, has a strong level of evidence. Teachers and students will be supported through clear instructional routines, explicit spelling pattern instruction and application, and the application of new knowledge within reading. The materials and routines will allow teachers to directly teach and support students as they decode words, analyze word parts, and write and recognize words.
Highly qualified teachers will be selected for summer reading camp. Beginning on July 1, all reading SRC teachers will be reading endorsed.

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.

Teachers will be provided resources to teach kindergarten through second grade and fourth and fifth grade summer reading camps. Based on district wide data, comprehension standards were selected and prioritized for reteaching. Students will also receive instruction using SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) for the intervention portion of the camp day. The SIPPS program provides a structured literacy approach to foundational skills instruction through explicit instructional routines focused on phonological awareness, spelling-sounds, and sight words, with immediate application to reading connected text and to spelling. SIPPS is a research-based foundational skills program proven to help both new and struggling readers in grades K-12 build the skills necessary to create strong, independent readers. The instructional practice, teaches students to decode words, analyze word parts, and write and recognize words, has a strong level of evidence. Teachers and students will be supported through clear instructional routines, explicit spelling pattern instruction and application, and the application of new knowledge within reading. The materials and routines will allow teachers to directly teach and support students as they decode words, analyze word parts, and write and recognize words. (link to IES Guide for Foundational Reading: https://ies.ed.gov/ncee/wwc/Docs/ PracticeGuide/wwc_foundationalreading_040717.pdf#page=28)

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.)
2,791

Students who demonstrate a reading deficiency in grades K-2
6,548

Students who score Level 1 in grades 4-5
3,909

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.)
60%

Students who demonstrate a reading deficiency in grades K-2
40%

Students who score Level 1 in grades 4-5
26%

Parent Support through a Read-At-Home Plan

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.

The OCPS Parent and Family Engagement strives to lead students to success with the support and engagement of families in the community. Parent and Family Engagement places a strong emphasis on providing parent workshops and opportunities that foster effective partnerships between home and schools. In collaboration with the Curriculum and Digital Learning department, specific sessions are designed to help support students with literacy at home. These sessions include sample activities that parents can help their students with at home to accelerate reading within elementary and secondary. The MTSS school teams also work to create support plans for students that are communicated to parents.

The Curriculum and Digital Learning department provides many of the resources designed to help parents support students with literacy at home. All OCPS students have access to eBooks 24/7 through LaunchPad applications including Destiny Discover and Sora which provide both fiction and non-fiction titles. In addition, the district provides access to Beanstack which allows students to participate in reading challenges that are both activity and minute based in nature. Through the district's partnership with the Orange County Library System (OCLS), students can also check out a plethora of eBooks, audiobooks, and more. Parents with an OCLS Library Card can join their students in reading eBooks through OverDrive (the public library version of Sora) and also participate in the library's Beanstack challenges.

Who at the district is responsible for monitoring this requirement?

OCPS Parent and Family Engagement and MTSS Problem-Solving Teams

The Curriculum and Digital Learning department monitors participation in monthly Beanstack challenges including the number of students using Beanstack to complete activities and minutes they've read. The department also monitors eBook circulation in Destiny Discover and Sora to inform the support the department provides to students, parents, and schools about how to best use the available resources.

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 supports implementation through the 90 minute reading block guidance document. Professional development is also provided to both teachers and coaches around the available resources and elements of a literacy block. Teachers utilize a district-created scope and sequence and resources for the 90 minute reading block that include evidence-based practices 1-5 for reading comprehension (Link to IES practice guide: https://ies.ed.gov/ncee/wwc/PracticeGuide/14).

Walkthroughs are conducted by principals and leadership teams to monitor the implementation. Evidence from common planning and lesson plans also assist with monitoring.

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

Learning Community Leadership teams are responsible for supporting and monitoring. Where applicable the School Transformation Office and Corrective Programs will assist.

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 district provides curriculum resource materials that link suggested texts in multiple subjects for all grade levels.

Walkthroughs are conducted by principals and leadership teams to monitor the implementation. Evidence from common planning and lesson plans also assist with monitoring.

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

Learning Community Leadership teams are responsible for supporting and monitoring. Where applicable the School Transformation Office and Corrective Programs will assist.

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

How does the district support and monitor implementation?

The district supports implementation through the 90 minute reading block guidance document. Professional development is also provided to both teachers and coaches around the available resources and elements of a literacy block.

Walkthroughs are conducted by principals and leadership teams to monitor the implementation. Evidence from common planning and lesson plans also assist with monitoring.

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

Learning Community Leadership teams are responsible for supporting and monitoring. Where applicable the School Transformation Office and Corrective Programs will assist.

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.

As we transition to the new B.E.S.T. standards in K-2 ELA and secondary Intensive Reading, supplementary instructional materials will be provided to teachers to support Florida's Revised Formula for Success through Curriculum Resource Materials (CRMs) and Sample Rotational Model Resources. These materials will incorporate specific instructional resources that support the Science of Reading methodology and foundational reading skills within grades K-2 and secondary reading. Professional development through our district's IMPACT series will also support implementation of reading instruction for K-2 and secondary reading teachers.
Summer opportunities will be made available for teachers to support Florida's Revised Formula for Success including a literacy institute for elementary teachers and specific sessions on the Science of Reading methodology.

An additional guidance document and PD is provided to administrators and teachers for the reading intervention instructional model, which includes specific alignments to the Florida Revised Formula for Success and how to utilize the four types of classroom assessments and address the six components of reading.

How does the district support and monitor implementation?

Classroom walkthroughs, Reading Leadership Team meetings, MTSS Team meetings

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

Curriculum & Digital Learning, Learning Community Leadership Teams, Corrective Programs & School Transformation Office

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:

21-22_Decision_Trees-_6-12_(Updated).pdf
Secondary Trees
[Document Link](#)
21-22_Decision_Trees-Elementary.pdf
Elementary Trees
[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.

Schools and their problem solving teams will utilize the decision trees to determine students with a substantial deficiency in reading in conjunction with regular monitoring of district purchased diagnostic tools including i-Ready and Reading Plus and progress monitoring assessments.

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.

School start time: 8:15 AM
School dismissal time: 3:30 PM (2:40 PM on Wednesdays)
Total number of instructional minutes per day: 390 minutes (340 on Wednesdays)
Minutes per day of reading instruction (must be at least 150): All schools provide 180 minutes of reading instruction.

Teacher must be endorsed or certified in reading if providing Tier 3 interventions. Teacher provides differentiated small group instruction. Groupings and instruction are purposeful and based on student needs, as determined by assessments. Instructional practices include the use of explicit, direct instruction in phonics using multisensory approaches to meet the needs of all learners. Students who demonstrate proficiency in foundational skills and are efficient decoders focus on reading comprehension strategies. Instructional practices for this area include a focus on metacognitive strategies using techniques such as think alouds, answering/generating questions and summarizing smaller chunks of text.

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

Classroom teachers of record, reading specialist, VPK teachers, ELL/ESOL teachers, and self-contained ESE teachers teach the extra hour of reading. Teachers' effectiveness in teaching reading has been demonstrated through informal and formal observations, student outcomes, teacher evaluations and evidence of prior success teaching reading to struggling readers as indicated by various assessment data/ student work. Each of these teachers meet or are working towards the qualifications set by the state. We use the Marzano instructional framework to identify effective teachers. OCPS has adapted the framework to better capture information specific to literacy, ensuring all elementary teachers are being regularly observed and evaluated on teaching reading as part of the evaluation process.

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.

The extra hour contains a combination of whole group, guided practice, and differentiated small group instruction. Each school uses diagnostic and assessment data to determine individual student needs, and group students accordingly. Schools select and plan interventions to accelerate students in needed areas, such as phonological awareness, blending/segmenting/manipulating phonemes, phonics, vocabulary, fluency, comprehension, or writing. All interventions are research-based and proven to be successful at accelerating students. Progress monitoring occurs throughout the year to ensure that the interventions are successful at accelerating students.

Schools use a combination of the iReady diagnostic, iReady reports (class profile report, instructional grouping report, and student profile report), running records, Literably (online running record program), FLKRS, Reading Plus InSight Assessment/on-going data, and District Unit Assessments to analyze, diagnose student needs, and progress monitor. Groupings remain fluid. Every 4-5 weeks, schools revisit decisions about instruction and which students receive which interventions. A walkthrough tool created by the district is used to monitor and document implementation of these best practices. Principals, Learning Community Leadership and/or District Leadership regularly monitor this as well.

Principals received information about explicit and systematic evidence-based interventions, for each area of potential student need: (phonological awareness, blending/segmenting/manipulating phonemes, phonics, vocabulary, fluency, comprehension, and writing). Schools place students in groups and match with appropriate instruction and interventions, based on data. Whole group, guided practice, and differentiated small group instruction occur daily in the extra hour of instruction. Student groupings are fluid and revaluated every 4-5 weeks. This will include the inspection of fidelity for use of Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), and Reading Plus (Fluency, Vocabulary, and Comprehension). The instructional practice, teaches students to decode words, analyze word parts, and write and recognize words, has a strong level of evidence. Teachers and students will be supported through clear instructional routines, explicit spelling pattern instruction and application, and the application of new knowledge within reading. The materials and routines will allow teachers to directly teach and support students as they decode words, analyze word parts, and write and recognize words. (link to IES Guide for Foundational Reading: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/ wwc_foundationalreading_040717.pdf#page=28)

Teachers have access to a multitude of text types through both free and district purchased resources. District created Curriculum Resource Materials provide lesson plans and resources for teachers to use directly, or as a model for planning their instruction. All schools and teachers have learned how to incorporate these skills into their instructional practice. Much of this occurs through differentiated small group reading instruction and the use of content area texts. The district created resources contain content integrated instructional reading materials, which include social studies, science and mathematics-text reading resources. These small group resources provide opportunities for students to discuss text and write in response to reading. OCPS' District Professional Learning Community initiative focused on close reading

and writing in response to texts in all content areas. Intensive reading instruction includes explicit, direct instruction in phonics for those students who are not yet able to decode efficiently (Science of Reading).