

The School District of Palm Beach County



## 2021-22 Reading Plan

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

### Contact Information - Part A

#### District Contact Information

##### Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Fedderman, Diana Assistant Superintendent of Teaching and Learning diana.fedderman@palmbeachschools.org 561-357-5989
Secondary ELA	Smith, Tara Secondary Program Planner tara.smith@palmbeachschools.org 561-434-7352
Reading Endorsement	Sherman, Gail 6-12 Reading Intervention Program Planner gail.sherman@palmbeachschools.org 561-434-5880
Reading Curriculum	Colbert, Mary Ann Manager K-12 Reading Interventions, Elementary Social Studies, and Community Partnerships maryann.colbert@palmbeachschools.org
Professional Development	Kuras, Jenifer Director of Professional Development jenifer.kuras@palmbeachschools.org 561-649-6839
Assessment	Houchens, Paul Director Department of Research Evaluation & State Assessment paul.houchens@palmbeachschools.org 561-434-8851
Data Element	Houchens, Paul Director Department of Research Evaluation & State Assessment paul.houchens@palmbeachschools.org 561-434-8780
Summer Reading Camp	Colbert, Mary Ann Manager K-12 Reading Interventions, Elementary Social Studies, and Community Partnerships maryann.colbert@palmbeachschools.org 561-434-8854
300 Lowest-Performing Elementary Schools	FLEMING, MICHELLE Director - Administration and Compliance michelle.fleming@palmbeachschools.org 561-434-7346
Elementary English Language Arts (ELA)	Holcombe, Vivian Elementary Literacy Program Planner vivian.holcombe@palmbeachschools.org 561-434-8015
Third Grade Promotion	Holcombe, Vivian Elementary Literacy Program Planner vivian.holcombe@palmbeachschools.org 561-434-8015

### 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 contents of the School District of Palm Beach County's Comprehensive Evidence-based Reading Plan will be communicated to all stakeholders through our District website.

## 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 61%***

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

***Kindergarten - % of Students "Ready" on FLKRS 62%***

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

Strategy 1: Support the Early Learning Coalition of Palm Beach County with its efforts to raise FLKRS scores in private sector child care centers through participation in collaborative work in select under-resourced communities, such as Riviera Beach, Lake Worth, Delray Beach, West Palm Beach, and the Glades.

Strategy 2: Work in partnership with the Children's Services Council and other community stakeholders to support the countywide Strong Minds Network, a quality improvement system for private child care centers and public schools that choose to participate.

Strategy 3: Provide District operated VPK and Head Start programs in 64 school sites with the capacity to serve approximately 2,500 students.

Provide enrichment hours to extend the free VPK program from 3 hours to a full 6-hour instructional day through Title I, parent fees, and grants.

Offer year-round, 10-hour day Head Start for over 500 high-risk students and their families in 10 school sites.

In all District VPK and Head Start classrooms, implement a standards-aligned, research-based early learning curriculum with onsite coaching support.

Use assessment to monitor progress and help individualize instruction, including but not limited to the mandated Florida VPK Assessment, administered 3 times during the school year, and the Teaching Strategies GOLD child portfolio system.

Provide more opportunities for inclusive VPK settings in partnership with the ESE Department to infuse school readiness expectations with the implementation of IEPs.

Strategy 4: Provide access to Smarty Ants, an early literacy, phonics-based program to every 3-6 year old in our county from June 1 - September 30, 2021.

#### ***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	22	27	20	7	24	21	28	21	8
4	29	19	22	19	10	28	18	23	20	11
5	20	22	24	21	13	19	21	25	22	14
6	23	23	21	21	11	22	22	22	22	12
7	27	23	21	16	12	26	22	22	17	13
8	25	21	25	18	12	24	20	26	19	13
9	26	23	20	20	11	25	22	21	21	12
10	25	22	20	22	10	24	21	21	23	11

**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 District goal for FY22 is to increase the Spring (#3) i-Ready Diagnostic phonics and phonological awareness scores of students by 5% compared to FY21 K-2 Spring (#3) i-Ready Diagnostic.

### District Budget for Research-Based Reading Instructions Allocation

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

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

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

We plan to use the funds to prioritize K-3 students identified with a reading deficiency and impact student achievement by paying for salaries and benefits for 1 ELA manager, 1 reading intervention manager. These positions will provide core instruction and intervention support to elementary and secondary school level administrators. They will also coordinate professional development services for schools based upon need and ensure that schools have appropriate ELA core instruction, reading intervention materials, and implementation support. Funds will also be used for 9.5 elementary literacy specialists, 1 elementary resource teacher, and 2 elementary reading interventionists to implement professional development and coaching support around pedagogy and curriculum/intervention implementation at the teacher and school level. Additional funds will be used for supplemental materials for elementary schools to improve literacy instruction.

## School Literacy Leadership Teams

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

The District will inform the School Literacy Leadership Team requirement to the principals through a District Bulletin.

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

Regional and Instructional Superintendents

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

Regional and Instructional Superintendents



## Professional Development

**Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:**

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

The district will provide district-wide professional development required by Section 1012.98(4)(b)11., F.S., which includes opportunities for training throughout the summer and across the year 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 through Houghton, Mifflin, Harcourt (HMH) Florida Collections, Benchmark Advance/Adelante, Modules of Instruction, Voyager Passport, and intervention strategies based on What Works Clearinghouse Educator Practice Guides. District and school leaders will identify mentor teachers, establish model classrooms within the school, and ensure that time is provided for teachers to meet weekly for professional development through Professional Learning Community (PLC) meetings, cadres, workshops, etc. School leaders will engage in classroom walkthroughs and data chats with teachers to monitor progress, differentiate and intensify professional development for teachers based on needs/progress monitoring data.

**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?**

Professional Development requirements are communicated regularly through Principal Leadership Academies, Daily Principal Updates, and their Regional and Instructional Superintendents. The Regional Superintendent follows up with any additional training needed.

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

The Division of Teaching and Learning provides the professional and the Regional and Instructional Superintendents monitor and support the professional development requirements. In addition, principals submit their professional development requests to their supervisors.

## 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 district-level coaching staff will provide targeted level of support based upon the greatest needs demonstrated by FSA ELA data, as well as, current district data that is collected throughout the year. The Department of Teaching and Learning works closely with the Regional Superintendents to determine which schools need targeted support within their portfolio. Together they support these schools. Schools identified with the most need (based on student achievement data) will receive priority scheduling and more support than schools with less need (based on student achievement data). As available and appropriate, literacy coaches will provide training and coaching to schools identified with less need (based on student achievement data).

#### 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?**

A meeting with the school's principal, leadership team, coach, and district administrator is conducted. In this meeting, the role of the coach is reviewed in depth.

**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?**

School administrators, assistant principals, and district literacy specialists assist coaches and are charged with monitoring and adjusting coaching practices based on individual school evidence and data. This includes the establishment of centralized school literacy goals and action plans. On-going professional development is provided in quality reading instruction and infusing reading strategies into instruction, data analysis, and goal setting for differentiated instruction.

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

Program Planners, who are administrators at the district review the coach's calendar and logs of coaching activities as a means of determining the effectiveness of coaching provided. District staff also conduct support visits to schools and maintain logs documenting their observations and determining how effective coaches are implementing district initiatives and offering individual support to coaches when the need arises. Site visits to schools include conversations between district staff, coaches and teachers, to collaboratively determine the next action steps, which will further promote effective literacy practices throughout the school.

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

Coaching time, tasks, and impact data are reported and reviewed by the district bi-weekly during literacy leadership team meetings. The leadership team includes the school administrator, district literacy specialists, department heads, and the school's literacy coach. Literacy data is collected and analyzed for each school to determine specific support needs. Schools are prioritized and tiers of support are implemented based on the individual level of literacy needs.

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

The Literacy coaches conduct daily classroom visits, analyze student data, model lessons for teachers, and provide continuous feedback to teachers and develop plans for improvement. The Literacy coaches monitor the effectiveness of their coaching by measuring the impact that their teachers' instructional practices have on students' academic growth. The Literacy coaches work with individual teachers and collaborative teams of teachers through the analyses of student work, lesson design, modeling of instruction, and providing professional development based on the school's needs.

## 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?
Imagine Learning Language & Literacy Embedded Benchmark Assessments	Grades K-5 ELLs students with beginning proficiency level	Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Fountas and Pinnell Benchmark Assessment System Reading Record	Students in Grades 3-5 Grade Three -- 2 times a year *not required in the 2nd trimester Grades Four & Five---twice a year for level FSA ELA level 1 or 2 students	Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Comprehension	3 x A Year
Benchmark Universe Oral Reading Records and Concepts About Print Assessment	Grades K-2 students --- 3 times a year	Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Comprehension	3 x A Year
FLKRS	Grade K students during the first 30 days of school.	Screeners	Phonological Awareness	Monthly
i-Ready	Grades K-5 students 3 times a year *Does not include ELL students who are a Level B	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
Istation (ISIP)	Grades K-5 Dual Language students	Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
District Developed Assessment	Grades 3-5 students every 4-6 weeks	Formative Assessment	Vocabulary, Comprehension	Annually
Benchmark Universe Unit Assessments	Grades K-2 students every 3 weeks	Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
District Developed Assessment	Grades 3-10 students annually in the middle of the year	Diagnostic	Vocabulary, Comprehension	Annually
FSA	Grades 3-10 students once at the end of the year	Summative	Vocabulary, Comprehension	3 x A Year
Reading Plus InSight Benchmark Assessment	Grades 6-12 students 3 times per year (i.e., beginning, middle, and end of year)	Formative Assessment	Vocabulary, Comprehension	3 x A Year
District Developed Assessment	Grades 6-10 students 6 times per year (i.e., once per instructional unit)	Formative Assessment	Vocabulary, Comprehension	
HMH Phonics Inventory	Grades 6-12 students 3 times per year (i.e., beginning, middle, and end of year)	Screeners, Progress Monitoring	Phonics	
Achieve 3000	Grades 6-10 ESOL Language Arts and DLR-A students twice a year			

### District-Level Monitoring - Part B

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

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

Chief Academic Officer, Assistant Superintendent of Teaching and Learning, Regional and Instructional Superintendents and District Staff

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

The District has chosen high quality literacy materials that are evidence-based, including a scope and sequence aligned to standards. In addition, the District uses the MTSS process to identify and support students who need intervention within the foundational skills. The Regional and Instructional Superintendents monitor the fidelity through walkthroughs, instructional rounds, etc. The Division of Teaching and Learning provides ongoing professional development.

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

Regional and Instructional Superintendents monitor school data and meet with principals on a regular basis. School leaders and teachers have regular data chats/analyses using formative assessments during PLCS, individual grade levels, etc., about student progress. Then they make plans to revise and adjust instruction to meet student needs in whole and small group settings.

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

The District in grades K-2 and 6-12 adopted a content-based literacy program and has created modules of instruction for grades 3-5 based on content area topics. These include opportunities for students to think, talk about, and study content across their class, in small groups and one to one.

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

Regional and Instructional Superintendents meet with principals during regularly scheduled school visits, portfolio meetings, and 1-1 data chats to monitor and review schoolwide data, individual student progress, and plan implementation. Adjustments are made based on data and discussions, which may include professional development from District Staff, revision of instruction plans, changes in student academic plans, etc.

**District-Level Monitoring - Part C**

Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level; and
- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

**Describe the district's plan to meet each requirement above. Include a description of how the district will use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.**

The District has developed a "jot form" in Blender, the District's online repository for curricular resources. School and District staff have the opportunity to provide feedback and input via these forms. The



manager of Reading Intervention and Assistant Superintendent of Teaching and Learning review all feedback upon submission.

**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?

School leaders share the plan with staff in faculty meetings and PLCs. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. ensure the plan is implemented effectively.

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

The Regional and Instructional Superintendents monitor the implementation, and the Division of Teaching and Learning provides professional development.

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

The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress. The Division of Teaching and Learning provides professional development to schools based on their specific needs.

### Weekly reading walkthroughs - Part B

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

School Leaders are provided Look Fors and other criteria from the Division of Teaching and Learning to weekly monitor and support reading instruction and intervention throughout their campus.

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

The Regional and Instructional Superintendents join and have discussions with the principals on these walkthroughs at least monthly to monitor the reading instruction and intervention. The Division of Teaching and Learning Curriculum and Reading Intervention Teams also do walkthroughs with school leaders around reading instruction and intervention.

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

The Regional and Instructional Superintendents and School leaders both identify areas of strength and next steps. The Division of Teaching and Learning Curriculum and Reading Intervention Teams provides professional development.

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

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

The School District of Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who

need additional reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for Tier 2 and Tier 3 support.

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

The Instructional and Regional Superintendents and the District Teaching and Learning teams (English Language Arts, Intervention, Multicultural, Exceptional Student Education).

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

The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and monitor students' progress. The District Teaching and Learning teams (English Language Arts, Intervention, Multicultural, Exceptional Student Education) support schools with implementing the processes and guidelines outlined in the District Reading Intervention Handbook and the School Based Teams Guidelines for implementation.

## Summer Reading Camp

### Reading Camp - Part A

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

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Provide instruction by a highly effective teacher endorsed or certified in reading.

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

Yes

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

FY21 Summer Reading Camp Evidence-Based Instructional Materials:

Voyager-Sopris Learning: Voyager Passport Level D - This reading intervention program provides comprehensive, explicit, and systematic instruction in the five essential components of reading and includes language and writing.

ESSA Rating

-Strong ([https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_vrp\\_031610.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_vrp_031610.pdf))

Teacher Created Materials: Building Vocabulary from Word Roots - provides a systematic approach to teaching vocabulary and word awareness using Greek and Latin prefixes, suffixes, and bases. Students learn strategies for deciphering roots and their meanings across multiple content areas.

What Works Clearinghouse Recommendations

Recommendations: [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc\\_foundationalreading\\_040717.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf)

-Teach students to decode words, analyze word parts, and write and recognize words. Strong Evidence  
 . -Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. Moderate Evidence

Teacher Created Materials: SAT-10 Test Prep Book- provides assistance in supporting students with test-taking strategies to prepare them for the administration of the SAT-10 Assessment.

Recommendations: <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

-Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. Moderate Evidence

Teacher Created Materials: STEAM-based Projects - Builds students' literacy skills while fostering curiosity, creativity, and innovation! Created in collaboration with the Smithsonian Institution, this STEAM curriculum uses real-world examples to give students insight into how the engineering design process is used to solve real-world problems. The books feature dynamic images and text features that enhance the reading experience and build visual literacy.

Recommendations: <https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

-Teach students how to use reading comprehension strategies. Strong Evidence

-Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content. Moderate Evidence

**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.**

FY21 Grades 1-3 Voyager-Sopris Learning: Voyager Passport Levels B, C, and D - This reading intervention program provides comprehensive, explicit, and systematic instruction in the five essential components of reading and includes language and writing.

### **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.)**

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

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

#### **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.)**

%

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

%

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

%

## Parent Support through a Read-At-Home Plan

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

The Read-at-Home plan is provided to all school administrators as a brochure, "Strategies to Support Your Child with Reading at Home," to be sent home with all students who are identified with a substantial deficiency in reading. This brochure is available in English, Spanish, Creole, and Portuguese. The Read-at-Home Plan includes multisensory strategies and prompts for parents to use with their child in the areas of Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Text Processing, and Comprehension.

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

The Regional and Instructional Superintendents are responsible for meeting with their principals to ensure that schools are supporting parents of students who have been identified with a substantial reading deficiency through the MTSS process and using the District created Reading Intervention Handbook, curriculum nights, family literacy events, conferences with parents, sending home the District Read at Home plan, etc., collaborating with community organizations, such as BRIDGES.

## 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 Regional or Instructional Superintendent does walkthroughs with principals regularly to monitor implementation and oversight. The District Division of Teaching and Learning teams support schools by providing high quality curriculum materials and professional development through PLCs, coaching in classrooms, and workshops.

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

The Regional or Instructional Superintendents and the District Division of Teaching and Learning Teams

**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 Regional or Instructional Superintendent does walkthroughs with principals and attends PLCs to monitor implementation and oversight. The District Division of Teaching and Learning teams support schools with text selection through PLCs, workshops, and coaching in the classroom.

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

The Regional or Instructional Superintendents and the District Division of Teaching and Learning Teams

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

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

The Regional or Instructional Superintendent does walkthroughs with principals on a regular basis to monitor implementation and oversight. The District Division of Teaching and Learning teams support schools with differentiated instructions through PLCs, workshops, and coaching in the classroom.

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

The Regional or Instructional Superintendents and the Division of District Teaching and Learning Teams.

**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.**

The District Core instructional materials for grades K-2 are Benchmark Advance/Adelante, designed using the Science of Reading and the Modules of Instruction for Grades 3-5. These curriculum materials address the six components of reading through a gradual release model. All students are provided with Core Instruction and are monitored using screening, progress monitoring/formative assessment, diagnosis, and summative assessments. Those students who have a reading deficiency will be provided Core (Tier 1) Instruction and Supplemental (Tier 2) Intervention. Students who exhibit a substantial reading deficiency will be provided with Intensive Intervention, in addition to and in alignment with the Core (Tier 1) Instruction and Supplemental (Tier 2) Intervention. To shift the mindset around MTSS and RtI, we have replaced the tiered language with Core, Supplemental and Intensive. Students are not in a tier or on a tier but receive the level of support they need to be successful. What is significant is that within the MTSS framework is that students can move up and down the levels of support based on their needs at any given time.

The process begins by using Elementary Decision trees and additional resources to determine the level of support and targets. We then develop a Progress Monitoring Plan to document the need. When



students receive support and are not responding to those supports, a referral is made to the Problem Solving/School Based Support Team (PS/SBT). The team evaluates data and then may develop a formal plan, and the student data is then reviewed 8-10 weeks later. This individual student plan includes the alignment of an evidence/research-based intervention, an aligned progress monitoring tool, and a SMART goal. Student data is collected bi-weekly for those students receiving Supplemental (Tier 2) support and weekly for those students receiving Intensive (Tier 3) intervention. Initial meetings and subsequent review meetings are documented for SBT/RtI tracking purposes.

This problem solving process integrates all levels of support to ensure student's needs are met through core and intervention instruction. This information is included in the District created Reading Intervention Handbook and School Based Teams Guidelines for implementation. All levels of problem solving using various assessment data to determine student performance and response to intervention.

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

The Instructional and Regional Superintendents are responsible for ensuring that principals implement the Core Instruction and follow the intervention guidelines appropriately and monitor students' progress. The District Teaching and Learning teams (English Language Arts, Intervention, Multicultural, Exceptional Student Education) provide professional development around core instruction and the MTSS and RtI processes, including small and large group comparisons, progress monitoring, intervention implementation, and ensuring the fidelity of implementation.

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

Regional and Instructional Superintendents

K-12 Teaching and Learning Curriculum and Reading Intervention Teams

Multicultural Education

Department of Exceptional Student Education

**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:

Palm_Beach_County_FY22_Decision_Trees_REVISED_8.31.21_(3).docx.pdf
<i>Palm Beach County FY22 Decision Trees Revised 8.31.21</i>
<a href="#">Document Link</a>

## Identification of Students with a Substantial Reading Deficiency

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

Grades K-2: When identifying students with a substantial deficiency in reading, the district follows this process:

1. Review students' FLKRS (KG only), most recent iReady Diagnostic, Istation (Dual Language schools only), or Benchmark Oral Reading Record data
  - a. If the student falls below grade level expectations, refer to the grade specific Decision Tree Guides, which provides publisher criteria for identifying students with a substantial deficiency
  - b. If the students meet publisher criteria outlined in the grade specific Decision Tree Guides for a substantial reading deficiency, then analyze the information further on the standardized assessment(s) above to determine the area of reading you need to start the intervention (phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension).
  - c. Provide Intensive (Tier 3) explicit instruction in alignment with (Tier 1) and Supplemental (Tier 2) intervention to meet the needs of students daily. Time allotted is determined by the intervention used.

Grades 3-5: When identifying students with a substantial deficiency in reading, the district follows this process:

2. Review students' SDPBC Diagnostics, FSA, most recent iReady Diagnostic, Istation (Dual Language schools only), or Fountas and Pinnell Reading Record data
  - a. If the student falls below grade level expectations, refer to the grade specific Decision Tree Guides, which provides publisher criteria for identifying students with a substantial deficiency
  - b. If the students meet publisher criteria outlined in the grade specific Decision Tree Guides for a substantial reading deficiency, then analyze the information further on the standardized assessment(s) above to determine the area of reading you need to start the intervention (phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension).
  - c. Provide Intensive (Tier 3) explicit instruction in alignment with (Tier 1) and Supplemental (Tier 2) intervention to meet the needs of students daily. Time allotted is determined by the intervention used.

Grades 6 - 12: When identifying students with a substantial deficiency in reading, the district follows this process:

3. Review Student's Most Recent FSA ELA/District Diagnostic Data
  - a. If the student scored a 1 or 2, administer the Reading Plus InSight Benchmark Assessment or use the student's FY21 Diagnostic Predicted FSA ELA Level to determine placement.
  - b. If the student scored 2 or more years below grade-level on the Reading Plus InSight Assessment or has an FY21 Diagnostic Predicted FSA ELA Level 1, administer the HMH Phonics Inventory.
  - c. If the student scored 11 or above on the HMH Phonic Inventory (Developing or Advanced Decoder), place the student into an Intensive Reading class and a content area class with an appropriately trained teacher.
  - d. If the student scored 0 - 10 on the Phonics Inventory (Pre- or Beginning Decoder). Place the student into an Intensive Reading class that includes a phonics-based intervention AND a content area class with an appropriately trained teacher or an additional period of Intensive Reading.

\*Scheduling for ELLs, please see the FY22 ELL Course Suggested Placement Flow Chart.

## 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.*

Schools will extend the time of the school day and include the additional hour of instruction either at the beginning, during, or end.

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

Teachers, who are chosen to teach during the extra hour of reading instruction, have demonstrated effectiveness based on their evaluations and, where relevant, their FSA scores. All teachers who are providing intensive reading instruction in the additional hour are being identified by each school and are receiving targeted literacy training, provided by literacy and multicultural specialists in the Division of Teaching and Learning on the Benchmark Oral Reading Record for grades K-2 and SDPBC Reading Record Level 1 for grades 3-5, and Culturally Responsive Teaching Strategies for ELLs to ensure their effectiveness in the teaching of reading.

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

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

Teachers in grades K-2 will administer the Benchmark Oral Reading Records and in grades 3-5 the Fountas & Pinnell Reading Records three times a year to determine if students are progressing towards district reading goals. In addition, students in grades K-5 will be administered the i-Ready Diagnostic three times a year. The district provides a LAFS-based diagnostic assessment at the mid-point for grades 3-5. In addition, for grades 3-5, the district provides LAFS-based assessments for schools to monitor how students are making progress towards the LAFS standards. The district also provides grades K-5 with additional support for formative assessments.

Palm Beach County follows the Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. The district has created an Intervention Handbook with guidelines for schools to determine students who need additional

reading support (intervention) and guidelines to assist schools with selecting appropriate interventions that match student reading deficiencies for Supplemental (Tier 2) and Intensive (Tier 3) support. Principals are responsible for ensuring that students who are not progressing towards district goals are receiving appropriate interventions. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the guidelines appropriately and monitor students' progress.

The Division of Teaching and Learning is responsible for ensuring that schools have received instructional materials, including informational text in a variety of mediums in different content areas. The school district has purchased licenses to various digital resources, including multimedia informational texts, which are available to teachers and students through our district portal. The Instructional and Regional Superintendents are responsible for overseeing that principals monitor their teachers' use of informational text for each content area.

In addition to the above, the Division of Teaching and Learning provides additional resources and links to Open Educational Resources (OERs) through Blender (platform for curriculum support) so that teachers have access to informational texts in various mediums, including digital formats.