

St. Lucie Public Schools



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	Jay, Kimberly Director of Elementary Curriculum kimberly.jay@stlucieschools.org 772-429-7546
Elementary English Language Arts (ELA)	Jay, Kimberly Director of Elementary Curriculum kimberly.jay@stlucieschools.org 772-429-7546
Secondary ELA	Green, Megan Director of Secondary Curriculum megan.green@stlucieschools.org 772-429-4521
Reading Endorsement	Rodriguez, Denise Director of Talent Development denise.rodriguez@stlucieschools.org 772-429-7524
Reading Curriculum	Rowland, Mandy Curriculum Developer/SRLD mandy.rowland@stlucieschools.org 772-429-3948
Reading Curriculum	Fisher, Liz Curriculum Developer elizabeth.fisher@stlucieschools.org 772-429-7703
Reading Curriculum	Mejias, Nancy Curriculum Developer nancy.mejias@stlucieschools.org 772-429-3949
Professional Development	Rodriguez, Denise Director of Talent Development denise.rodriguez@stlucieschools.org 772-429-7524
Assessment	Canamas, Darrell Executive Director of Assessment and Accountability darrell.canamas@stlucieschools.org 772-429-5538
Data Element	Stanford, Heather Director of Student Services heather.stanford@stlucieschools.org 772-429-4521
Summer Reading Camp	Jay, Kimberly Director of Elementary Curriculum kimberly.jay@stlucieschools.org 772-429-7546
Third Grade Promotion	Jay, Kimberly Director of Elementary Curriculum kimberly.jay@stlucieschools.org 772-429-7546
300 Lowest-Performing Elementary Schools	Jay, Kimberly Director of Elementary Curriculum kimberly.jay@stlucieschools.org 772-429-7546

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.

SLPS intends to publish the Reading Plan on the District Website and within the SLPS Internal Online Learning Management Systems Landing Pages (Canvas). It will be accessible to all stakeholders such as Administrators, Coaches, Teachers, Parents, Data Specialists, School Counselors, and Community Partners. The Reading Plan is also part of the Professional Development Plan for the 2021-2022 School year.

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 49%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 54%

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

SLPS Early Childhood Department is collaborating with the Early Learning Coalition and ALPI-Head Start to analyze VPK Assessment and Progress Monitoring Pilot data to help guide targeted instruction in our public and private VPK classrooms. Additionally, we will continue to strive to improve the provision of accommodations for our ESE students and consistency in the administering of the screener.

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	29	24	27	15	4	22	18	33	19	8
4	34	23	23	14	6	26	22	26	18	8
5	25	27	25	17	6	27	19	28	18	8
6	25	26	22	18	8	22	23	28	19	8
7	29	27	22	15	6	22	22	26	20	10
8	24	25	29	15	7	25	23	26	18	8
9	28	25	22	18	7	22	22	30	18	8
10	26	25	22	18	8	23	22	27	18	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%).

Students in grades K-2 will take the iReady Diagnostic in the beginning of the school year. From the baseline data, K-2 students will increase the percentage of students scoring at or above grade level by 5% based on the end of year 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.

Each K-3 classroom will receive a reading library to put books in the hands of students. Students will access these books throughout the day. A portion of the budget will also be used to provide students with a substantial reading deficiency in grades K-3 a summer program with a focus on reading.

School Literacy Leadership Teams

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

Leadership Kickoff - Beginning of the school year district leadership professional development
Monthly Principal Meetings
Principal Communicator (weekly newsletter)
Office of Teaching & Learning Newsletter
District Leadership Team Bi-Weekly Meetings (Executive Directors will communicate with Principals)

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

Executive Directors for individual schools

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

Executive Directors for individual schools, Curriculum Directors, ELA Curriculum Developers

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.

Introduction to the B.E.S.T. standards to include the intent of the standards, how foundations and knowledge matters when it comes to instructing with the standards, and an overview Scarborough's Reading Rope. Training was provided to district level staff, principals, coaches, and teachers. B.E.S.T. standards study was facilitated for district staff, coaches, and teachers. Summer and beyond training will include ELA expectations, stacking benchmarks, building knowledge through reading, foundational skills, writing, and an updated literacy routine. These professional developments will infuse the work of "Responsive Literacy" and "Understanding Readers and Text"; PD will also include Reading Horizons, Leveled Literacy Intervention, Benchmark Assessment System; Reading Horizons is a multisensory, explicit system with a sequential approach to instruction and intervention.

iReady and Unit Assessment data is analyzed to determine professional development for teachers;

New Teacher Symposium (2 days), Quarterly New Teacher RISE (Refining and Improving Starting Educators), Monthly NEST (New Educator Support Team) PD school based, Assigned Mentor Teachers for New Teachers, District Level Support assigned to schools for ongoing mentoring. Working on plan for model classrooms to include identification of models during weekly reading walkthroughs. Training and support for literacy coaches in best practices within literacy will be included. During instructional rounds with assistant principals and principals, walks will include model classrooms to identify elements of strong ELA instruction.

Weekly Collaborative Planning schedules are established at each school. Monthly Literacy Coach Meetings will also include ongoing professional development in the B.E.S.T standards for transfer to teachers during planning.

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?

Kickoff-Monthly Principal Meetings-Principal Communicator (weekly newsletter)-Office of Teaching & Learning Newsletter, District Leadership Team (most often Executive Directors will communicate with Principals). Leaders will be supported in implementation of B.E.S.T. standards by district providing standards books for all leaders, coaches, and teachers in K-5. Professional development provided by the district is and will be provided in the roll out of standards for high quality reading and writing instruction.

Tranings took place over the summer, during pre-service week and will continue throughout the school year with various times based on teacher availability.

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

Jennifer DiDonato, the SLPS Certification Specialist as well as Didi Campbell, the SLPS Coordinator of Talent Development.

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.

We do not use the Reading Allocation for Literacy Coach positions.

District support is provided by district curriculum specialist who are reading endorsed/certified in the area of ELA. Teachers and leaders schedule support with these specialists based on school needs.

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?

Leadership Kickoff will communicate the requirements to principals. On-going communication will take place through the Communicator and monthly 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?

Literacy coach meetings take place monthly and will have a focus on these activities. Coaches logs help to maintain the focus of daily activities. District coaching supports school based coaches in creating action plans, coaching, and providing professional development based on need.

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

Director of Talent Development, Coordinator of Curriculum and Coordinator of Talent Development

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

Data is collected electronically daily and reviewed monthly.

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

Based on the data, professional development and supported are provided at the school and coach level. Root cause is determined to provide support, action, and follow-up.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FLKRS	Kindergarten	Screeners	Phonological Awareness, Phonics	Annually
FSA	Grades 3-10	Summative	Vocabulary, Comprehension	Annually
i-Ready	Grades K-8	Progress Monitoring, Formative Assessment, Diagnostic, Summative	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly, 3 x A Year, Annually
easy CBM	Students receiving intensive intervention	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month, Monthly
District Developed Assessment	Grades 2-10	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Monthly
Benchmark Advance Oral Language Assessment	K-5	Screeners	Oral Language	Annually
Benchmark Advance Phonological Awareness	K-3	Screeners	Phonological Awareness	3 x A Year, Annually
Achieve 3000	Grades 9-12	Progress Monitoring, Diagnostic	Fluency, Vocabulary, Comprehension	Monthly, 3 x A Year
Reading Plus	Grades 6-8	Progress Monitoring, Formative Assessment, Diagnostic, Summative	Vocabulary, Comprehension	Monthly, 3 x A Year

District-Level Monitoring - Part B

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

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

Executive Directors

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

Fidelity walks, check list of instructional frame-work, administrator monitored collaborative planning, district-wide protocol for the approval of any reading instructional materials

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

Focus will be on reliable collection of in the moment data that is actionable and valid. District facilitated training on Aggressive Monitoring of Instruction through the "Get Better Faster" book study. Data chats through the collaborative planning process are monitored by school level literacy teams.

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

District facilitated professional developments for content teachers include literacy strategies to incorporate into instruction. Content teachers participate in collaborative planning. Books from the B.E.S.T. list and Civics lists were purchased to infuse literacy instruction into the content areas.

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

Through Executive Directors monthly meetings with principals, concerns are addressed with actions plans for improvement. Based on data, district support is scheduled at the school level and communicated through the curriculum department.

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.

Quarterly reviews of district status will be scheduled with district level leadership including the district level literacy team for all elements of the plan.

Surveys are conducted with teachers, literacy coaches, and administrators throughout the school year on elements of the plan as they are presented. Data from the surveys are reviewed by district level leadership and the district level literacy team.

Literacy outcomes for students are reviewed monthly to identify needs for improvement. Support, including professional development, is scheduled. As schools identify needs for improvement, service requests are submitted and executed by either curriculum or talent development.

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?

Executive Directors meet monthly with principals to discuss reading instruction and walkthroughs. Data is collected through Performance Matters, iReady, and PowerBI for monitoring at the district and school level. Student performance is reviewed to determine growth. Monthly meetings are conducted at the school level to review student data in order to make determinations for intervention and supports. Progress monitoring data is reviewed to determine effectiveness of interventions for continuation, exiting, or increasing intensity.

Who at the district level supports effective implementation?

Curriculum Developers, Curriculum Directors, Executive Directors, Talent Development Specialists

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

Data is reviewed consistently to identify areas of need. Through data chats, walkthroughs, and executive director meetings, areas are identified for improvement of effective implementation.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Instructional Rounds are conducted with school based administration to calibrate their understanding of effective instruction in reading. This is led by the Director of Talent Development and supported by the Directors of Curriculum. Weekly walkthroughs will be mirrored after the instructional rounds. The data is reviewed at the school level by the School Literacy Leadership Team.

Who at the district level supports effective implementation?

Curriculum Developers, Curriculum Directors, Executive Directors, Talent Development Specialists

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

Data is reviewed consistently to identify areas of need. Through data chats, walkthroughs, and executive director meetings, areas are identified for improvement of effective implementation.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Through the Director of Student Services, guidance counselor meetings are conducted to review the process of using data to determine interventions. Coaches are also provided professional development on the process. Each school has a dedicated time on their master schedule for daily interventions and these are scheduled for students in Skyward. Fidelity checks are conducted for monitoring as well.

Who at the district level supports effective implementation?

Director of Student Services, Directors of Curriculum, Executive Directors, Curriculum Developers

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

Surveys are conducted with administrators for areas of specific needs at their schools. Data is reviewed by the District Leadership Team to identify areas in need of improvement.

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.

All students who score a Level 1 on the 3rd grade ELA FSA will be invited to attend the summer reading camp for additional instruction in reading.

Curriculum selected covers instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension to meet the needs of students for explicit, systematic and multisensory reading instruction. Professional development is provided to teachers prior to summer school beginning. Based on the job description for summer school teachers, they are required to have a reading endorsement or be certified in reading. In the LOU with the local teacher's union, only teachers that are highly effective are eligible to teacher summer school.

Materials for summer school include: iReady (WWC Foundational Skills Practice Guide Recommendation 1-4), Comprehension Toolkits (WWC Foundational Skills Practice Guide Recommendation 1 & 4), Reading Horizons (WWC Foundational Skills Practice Guide Recommendation 3). Instruction that is explicit, systematic, and multi-sensory will take place in small groups with differentiation to meet student needs.

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.

Curriculum selected covers instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension to meet the needs of students for explicit, systematic and multisensory reading instruction. Professional development is provided to teachers prior to summer school beginning.

Materials for summer school include: iReady (WWC Foundational Skills Practice Guide Recommendation 1-4), Comprehension Toolkits (WWC Foundational Skills Practice Guide Recommendation 1 & 4), Reading Horizons (WWC Foundational Skills Practice Guide Recommendation

3), Heggerty (WWC Foundational Skills Practice Guide Recommendation 2). Instruction that is explicit, systematic, and multi-sensory will take place in small groups with differentiation to meet student needs.

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

369

Students who demonstrate a reading deficiency in grades K-2

1,642

Students who score Level 1 in grades 4-5

335

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.)

45%

Students who demonstrate a reading deficiency in grades K-2

62%

Students who score Level 1 in grades 4-5

21%

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.

Through the partnership with St. Lucie Reads, a community based organization, books are provided throughout the community in neighborhoods with the greatest need. They have also partnered up with two schools for the 2021-22 school year to increase literacy awareness at the home level. All schools are Title 1 and host a parent night that teach reading strategies for families to do at home. Students that are identified as having a reading deficiency and their families are the target audience for this event. When communicating with parents of identified students, resources are provided for at home strategies. Through the state program, students identified with a substantial deficiency will be eligible for a monthly book delivery. As part of the district's Reading Deficiency Notice for parents, families are provided with strategies to support their child's reading progress at home. Benchmark Advance and the state parent guides will be referenced for parents as part of the notification. At the culmination of each reading unit, students will bring home their Benchmark Advance texts with at home activities for parents to engage in.

Who at the district is responsible for monitoring this requirement?

Curriculum Directors, Executive Directors

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?

Requirements are outlined in a K-5 Literacy Routine that highlights the components of literacy and where those components should take place within the Reading Block. This Routine is part of the uninterrupted 90 minute reading block. Master schedules may be reviewed by Executive Directors and Curriculum Directors. The plan is reviewed annually in the Principal and AP meetings. Benchmark Advance is used for whole group instruction and is on the state adoption list. <https://www.fldoe.org/core/fileparse.php/5574/urlt/20-21ELAAadoptedMaterials.pdf>

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

Executive Directors
District Level Directors

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?

Principals will report to their Executive Directors during their scheduled school visits. Books from the B.E.S.T. list and Civics lists were purchased to infuse literacy instruction into social studies, science, and the arts.

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

Executive Directors will reach out to the Curriculum, or Talent Development teams for support as needed.

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

How does the district support and monitor implementation?

Requirements are outlined in a K-5 Literacy Routine that highlights the components of literacy and where those components should take place within the Reading Block. The plan is reviewed annually in the Principal and AP meetings. Principals, and or coaches will report. Support for walkthroughs are scheduled as needed. Benchmark Advance is used for small group differentiated instruction to meet individual student needs and is on the state adoption list. <https://www.fldoe.org/core/fileparse.php/5574/urlt/20-21ELAAadoptedMaterials.pdf>

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

Executive Directors will reach out to the Curriculum, or Talent Development teams for support as needed.

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.

Supported instructional routines highlight the components of Florida's Revised Formula for Success. High quality instructional materials aligned to the components of Florida's Revised Formula for Success will be implemented in the 2021-22 school year. Professional development around the pedagogy connected to the components of Florida's Revised Formula for Success will continue to take place in the 2021-22 school year. Professional development around how the B.E.S.T. standards connect to the instructional routines, instructional materials, and pedagogy, will continue to take place in the 2021-22 school year.

All students have access to instruction in the six components of reading. All students have access to the 4 different types of classroom assessments. This instruction will take place during core reading instruction. Based on the assessments, differentiation will occur. Tier 2, Tier 3 intervention will be differentiated based on student data. ESE and ELL students will have access to all components of instruction.

How does the district support and monitor implementation?

Instructional Rounds are conducted with school based administration to ensure the alignment of instructional routines, materials, and pedagogy are occurring in classrooms. Weekly collaborative planning sessions are scheduled as required time to plan instruction with a focus on quality student work. Executive Directors meet with principals monthly to discuss implementation. District support is requested as need based on observations and data.

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

District Literacy Team, Executive Directors

Assessment/Curriculum Decision Trees - Part C

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-2. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;
- Target audience (grade level);
- Performance criteria used for decision-making for each instrument;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;
- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and
- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format

The following documents were submitted as evidence for this section:

2021_2022_SLPS_Reading_Plan_Decision_Tree.pdf
<i>SLPS Reading Plan</i>
Document Link

Identification of Students with a Substantial Reading Deficiency

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

Data is reviewed consistently and constantly to determine student needs. After each assessment, diagnostic, formative, summative, data is reviewed for student performance. Students who perform in the lowest achievement levels are identified for tiered intervention referenced in the decision trees for tier 3 criteria. Root cause is determined for appropriate placement in intervention. Teacher teams meet with appropriate school based personnel (coach, guidance counselor, administration) to form groups based on student needs and to determine the appropriate evidence-based intervention.

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.

In accordance with Rule 6A-6.035, we provide the additional reading instruction for students at the Lowest 300 schools.

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

The additional hour of intensive reading is provided by teachers and reading specialists who have demonstrated effectiveness in teaching 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.

Through curricular assessments and resources, instruction is differentiated to meet the needs of students. Root cause of needs are determined by screenings, diagnostics, progress monitoring, and student assessments. Integration of social studies, science, and mathematics is part of our curricular resources with expectations for discussion, reading, and writing. Books from the B.E.S.T. list and Civics lists were purchased to infuse literacy instruction into the content areas. As part of the Canvas course for mathematics and science, texts about mathematicians and scientists are incorporated into the curriculum.