

Seminole County 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
Elementary English Language Arts (ELA)	Pisani, Michelle Coordinator, Reading michelle_pisani@scps.k12.fl.us 407-320-0211
Secondary ELA	Pisani, Michelle Coordinator, Reading michelle_pisani@scps.k12.fl.us 407-320-0211
Main District Reading Contact	Jensen, Derek Director, Teaching and Learning derek_jensen@scps.k12.fl.us 407-320-0186
Reading Curriculum	Pisani, Michelle Coordinator, Reading michelle_pisani@scps.k12.fl.us 407-320-0211
Professional Development	Pocius, Beth Coordinator, Professional Learning beth_pocius@scps.k12.fl.us 407-320-0336
Reading Endorsement	Pocius, Beth Coordinator, Professional Learning beth_pocius@scps.k12.fl.us 407-320-0336
Assessment	Thompson, Kelly Director, Assessment and Accountability kelly_thompson@scps.k12.fl.us 407-320-0268
Data Element	Medve, Heather Director, State Reporting heather_medve@scps.k12.fl.us 407-320-0104
Summer Reading Camp	Pisani, Michelle Coordinator, Reading michelle_pisani@scps.k12.fl.us 407-320-0211
Third Grade Promotion	Pisani, Michelle Coordinator, Reading michelle_pisani@scps.k12.fl.us 407-320-0211
300 Lowest-Performing Elementary Schools	Cummings, Marian Executive Director, Elementary marian_cummings@scps.k12.fl.us 407-320-0345
300 Lowest-Performing Elementary Schools	Dehlinger, Robin Executive Director, Elementary robin_dehlinger@scps.k12.fl.us 407-320-0028
Main District Reading Contact	Pisani, Michelle Coordinator, K-12 ELA, Reading and Social Studies michelle_pisani@scps.k12.fl.us 407-320-0211

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.

District Leaders:

The K-12 Comprehensive Evidence-Based Reading Plan was developed in conjunction with leaders from multiple departments throughout the district including those listed above as well as the Director of ESOL & World Languages, Executive Director of Student Support Services, Director of Special Education Services, Director of Intervention Services, Executive Director of Instructional Excellence and Systems Equity, and Executive Director of ePathways (includes supervision of guidance counselors). The approved Comprehensive Evidence-Based Reading Plan will be shared with the Superintendent's Cabinet, referenced as appropriate when developing complementary district plans (Strategic Plan, Student Progression Plan, School Improvement Plans, etc.), and placed on the district website for ease of access.

School Leaders:

The K-12 Comprehensive Evidence-Based Reading Plan was developed in conjunction with select school leaders from multiple levels. Upon approval, the plan will be shared with school leaders during Principal's meetings with particular attention given to the Decision Trees for each level. Throughout the year, data reviews will be conducted at school sites and monthly principal meetings to determine what portions of the plan, if any, are in need of review to ensure appropriate implementation. The Department of Teaching and Learning will communicate critical elements of the plan during monthly online curriculum updates for school administrators.

Charter School Leaders:

The approved K-12 Comprehensive Reading Plan will be shared with charter school leaders for review. Consultation services and site-based reading reviews will be provided.

Instructional Coaches:

The Coordinator of Reading has regular meetings with instructional coaches. The K-12 Comprehensive Evidence-Based Reading Plan will be shared with the instructional coaches upon approval. Throughout the year, data reviews will be conducted to determine what portions of the plan, if any, are in need of review to ensure appropriate implementation.

Teachers & Guidance Counselors:

School leaders and instructional coaches will be charged with ensuring teachers and guidance counselors are aware of the contents of the K-12 Comprehensive Evidence-Based Reading Plan with particular attention given to the decision trees. Based on data analysis and information shared at meetings with principals and/or instructional coaches, additional reference to the plan to ensure fidelity of implementation may be required. The K-12 Comprehensive Evidence-Based Reading Plan will be placed on the district's website for ease of access.

Parents & Families:

The K-12 Comprehensive Evidence-Based Reading Plan will serve as the guiding document for student placement in Reading. Portions of the plan, particularly the decision trees, will be referenced during parent/teacher conferences as the guiding document for student placement in courses and/or the Multi-Tiered System of Supports (MTSS) collaborative problem-solving process. The K-12 Comprehensive Evidence-Based Reading Plan will be placed on the district's website for ease of access.

Students:

While students may not be directly aware of the existence or contents of the K-12 Comprehensive Evidence-Based Reading Plan, their success and well-being will serve as the primary focus of all school and district-based decisions regarding placement, intervention, and/or promotion.

Community:

The K-12 Comprehensive Evidence-Based Reading Plan will be placed on the district's website for ease of access.

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 60%

Goal for Plan Year

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

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

Teachers from SCPS VPK meet at the beginning of the school year to review the district curriculum in order to decrease variance in implementation and clarify misconceptions. In addition SCPS VPK data is analyzed by site and detailed plans for growth are created based upon that data.

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	15	20	30	26	9	14	19	31	27	9
4	18	18	27	25	12	17	17	28	26	12
5	14	21	26	25	13	13	20	27	26	13
6	19	21	21	26	13	18	20	22	27	13
7	23	22	22	22	11	22	21	23	23	11
8	21	20	26	21	12	20	19	27	22	12
9	22	22	21	23	12	21	21	22	24	12
10	20	21	21	25	13	19	20	22	26	13

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%).

Increase the number of kindergarten students scoring at or above level on the end of your iReady diagnostic from 75% to 77%.

Increase the number of first grade students scoring at or above level on the end of your iReady diagnostic from 63% to 65%.

Increase the number of second grade students scoring at or above level on the end of your iReady diagnostic from 59% to 61%.

District Budget for Research-Based Reading Instructions Allocation

Budget

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

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

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

Data from all elementary schools have been aggregated to examine reading scores, progress monitoring data, and student demographics to generate a list of schools based on intervention need. Reading instructional allocations for coaches have been increased for the schools that demonstrate the highest need.

School Literacy Leadership Teams

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

The purpose of the school level reading team is initially conveyed by executive leadership to principals during a discussion on the attributes of an effective school literacy leadership team. The school level principal then identifies key members of his/her staff to serve as members of this team.

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

Derek Jensen
Director, Teaching and Learning

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

Robin Dehlinger
Executive Director, Elementary

Marian Cummings
Executive Director, Elementary

Demetria Faison
Executive Director, Middle

Mike Rice
Executive Director, High

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.

In June 2021, Seminole County Public Schools, in partnership with Solution Tree, will focus attention on building capacity through Professional Learning Communities (PLCs). The week-long PLC conference will engage over 450 attendees including administrators and teacher leaders from all schools and district departments in the four PLC questions, with special focus on creating a culture of data-informed differentiated instruction and rigor through high-functioning teams. Teachers will meet with administrators weekly in PLCs that will include professional development aligned to the work outlined in this plan.

In July 2021, in partnership with Just Read Florida!, we will work with all Kindergarten, First and Second Grade teachers from each elementary school to prepare for the transition to the B.E.S.T. Standards, which will include 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.

Additionally in July, Elementary Reading Coaches will engage in high-quality professional learning targeting Leveled Literacy Intervention (LLI) with Fountas and Pinnell. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The LLI systems are designed to advance the literacy learning of students not meeting grade-level expectations in reading, deepen and expand comprehension with close reading, elevate the expertise of teachers, increase reading volume by engaging students in large amounts of successful daily reading, increase student engagement with books that build knowledge, intervene with small groups of struggling readers to maximize growth, meet the needs of struggling readers and monitor student progress. An expectation of our coaches for the 2021-22 school year is to engage with school PLCs to differentiate and intensify professional development for teachers based on progress monitoring data unique to each school. District teams will be available to model lessons and support coaches.

Our School Improvement Planning (SIP) time includes contractual weekly professional learning blocks in addition to the weekly learning taking place within the PLC model. The SIP professional development sessions focus on school-level needs and are directly aligned to SIP goals based on progress monitoring data. School leaders, in partnership with district leadership, create experiences for teachers that promote instructional excellence and equity.

The Department of Teaching and Learning Reading and ELA Specialists will partner with teachers at various schools across the levels to establish model classrooms and identify mentor teachers that integrate new resources along with the new standards.

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?

Principals receive communication about professional development requirements via the weekly district “Communicator” and during regularly scheduled principal meetings. Principals participate in Professional Learning Communities (PLCs) within feeder patterns and clusters to compare and examine implementations. The PLC model affords principals time to gain support from each other as well as district leadership. The PLC work includes strategies for fulfilling requirements of this plan.

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

The Director of Teaching and Learning, in partnership with the Executive Director of Instructional Excellence and System Equity, is responsible for supporting and monitoring the professional development requirements and ensuring compliance.

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.

After reviewing the school data, the allocations were provided to school based upon need with all elementary schools receiving reading support.

All literacy coaches that are included in this plan are either reading endorsed or certified.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B**Requirements of the Just Read, Florida! Coaching Model**

- Provide professional development on the following:
 - the major reading components, as needed, based on an analysis of student performance data;
 - administration and analysis of instructional assessments; and
 - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

A review of expectations from the Just Read, Florida! Coaching model will be conducted with all school level leadership teams as part of the PLC training district wide this summer.

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?

Reading coaches meet on a monthly basis with the Department of Teaching and Learning staff to discuss updates to the curriculum in the context of a coaching cycle with teachers. As coaches debrief on these cycles, the Teaching and Learning staff helps them plan for next steps in PD.

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

Executive Directors work with school level leadership teams to create and maintain the daily schedule for coaches. Coaches are encouraged to communicate regularly with the K-12 ELA and Reading Coordinator.

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

On a quarterly basis, coaches will be surveyed on how their time is spent. These surveys will be embedded into coaching meetings to help prioritize their completion.

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

Throughout the year, the Teaching and Learning team and Executive Directors will work with coaches to troubleshoot on an individual basis as needed. As part of the annual review, these metrics will be reviewed by the Superintendent's leadership team to help provide insight into systematic trends.

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?
"Let's Talk About It" Oral Language Assessment	Provided to specific students after the teacher has formatively assessed which students needed the targeted assessment	Diagnostic	Oral Language	3 x A Year
STAR Early Literacy	Kindergarten students	Screeners	Phonological Awareness, Phonics, Vocabulary	Annually
i-Ready	K-5 students	Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
DRA	K-2 students and students receiving tier 2 & tier 3 services in grades 3-5	Diagnostic	Phonics, Fluency, Comprehension	Quarterly
STAR Reading	6-12	Diagnostic	Phonics, Fluency, Comprehension	3 x A Year
PASI/ PSI - for students whose STAR assessment or iReady diagnostic indicates an issue in foundational skills may be present	6-12 students	Screeners	Phonological Awareness, Phonics, Vocabulary	Quarterly
i-Ready	6-8	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Achieve 3000	Grades 9-10	Progress Monitoring, Diagnostic	Vocabulary, Comprehension	3 x A Year
District Developed Assessment	Grade 6-10 students	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Monthly
District Developed Assessment	Grade 6-10 students	Progress Monitoring, Summative	Vocabulary, Comprehension	Quarterly
FSA	Grades 3-10	Summative	Vocabulary, Comprehension	Annually

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?

The Superintendent's Leadership Team is responsible for providing plan implementation oversight, support, and follow-up. (Superintendent; Executive Director of Instructional Excellence and System Equity; Chief Information Officer; Executive Directors for Elementary, Middle and High Schools; Executive Director of Exceptional Student Support Services; Executive Director of ePathways; Executive Director of Human Resources; Director of ESOL, World Languages and Student Access; Director of Teaching and Learning; Director of Staffing; Director of Leadership Pathways; Director of Federal Projects and Resource Development, and Director of Research and Accountability)

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

At the elementary level, teachers are provided with evidence-based resources and training to address the grade level's foundational skills as part of core instruction.

At secondary, teachers are provided with evidence based resources to provide foundational reading instruction to identified students.

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

In the primary grade levels, DRAs are administered to students four times each year. This allows an opportunity for teachers to analyze the data and group students for instruction based upon demonstrated needs. At the intermediate grade levels, students take six formative assessments per year to help group students during core instruction based upon the need to master grade level standards.

For secondary, extensive professional development, modeled exemplars, evidence based resources, and in-person support is provided to teachers to aid them in using formative data to differentiate reading instruction.

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

At the elementary level, additional texts beyond those in Reading Street have been included in the instructional plans to support this effort. This includes texts from the Civic Literacy List, DBQs, and texts to integrate science and the arts.

In partnership with FCRR, there is a strong focus on Content Area Reading at the secondary level. CAR Social Studies, Science, and ELA courses are offered at many of our secondary schools. Extensive professional development has been provided to our teachers to include varied vocabulary strategies for Math, literacy based strategies for Science, as well as partnered texts and strategies for Social Studies and ELA.

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

Executive directors meet with principals to evaluate student-level data and develop a plan to better meet the needs of students.

District-Level Monitoring - Part C

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

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

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

The Department of Teaching and Learning, in collaboration with the stakeholders referenced in the Comprehensive Evidence-Based Reading Plan, will coordinate an annual evaluation and improvement process to refine the district plan and report outcomes to district leadership. At the conclusion of the process, an executive summary will be developed to report district data, findings, and make suggestions to executive leadership for changes to the reading plan.

The annual evaluation process will include:

- 1) A comprehensive data review of school reading data coordinated by the Assessment and Accountability Department
- 2) Focus groups and survey feedback with school-based teachers, administrators, and literacy coaches
- 3) A review of feedback on district-based professional learning and curriculum in literacy and reading intervention
- 4) Cross-departmental discussion on the efficacy and alignment of district initiatives and school support

This process will be initiated annually upon completion of the final iReady window for grades K-2 and the receipt of FSA ELA scores for grades 3-10.

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?

An initial review of the plan is conducted by the Director of Teaching and Learning. District-based administrators then meet with small groups of school level leadership teams to share the plan, develop plans for effective implementation as well as methods for monitoring of implementation.

Who at the district level supports effective implementation?

The Superintendent's Leadership Team is responsible for providing plan implementation oversight, support, and follow-up.

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

The Teaching and Learning team monitor implementation and discuss Reading Plan fidelity. Areas of concern are submitted to the Executive Director for the specific level/school and strategies are designed to ensure effective implementation.

Executive Directors are required to monitor implementation and effectiveness of the strategies.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Executive Directors and school level leadership set the purpose for weekly reading walkthroughs: identification of standards-based and differentiated whole group and small group instruction. Training for administrators will begin this year on how to use walkthrough tools to recognize when the EEs and various aspects of the B.E.S.T. standards can be seen in the classroom.

Who at the district level supports effective implementation?

Executive directors structure monthly meetings where principals discuss walkthrough trends and next steps to improve student reading.

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

School leadership teams share observational data with both executive leadership and colleagues to collaborate on best practices.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Executive Directors and school level leadership set the purpose for both student and teacher data chats: to identify needs as revealed in the data and set clear goals for growth.

Who at the district level supports effective implementation?

School level administrators meet with teachers to set the purpose, expectations and schedule for data chats.

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

The Assessment and Accountability Department is responsible for collecting and analyzing student progress monitoring data. The Superintendent's Leadership Team reviews performance on progress monitoring assessments quarterly.

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.

Diagnostic and formative assessment data will be used to determine which students to invite to Summer Reading Camp prior to receiving FSA scores. This data will also provide insight into the areas of reading that should be targeted for instruction. Teachers will receive materials to use with students across the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

The need for reading endorsement or reading certification for those teaching Summer Reading Camp beginning in 2021 has been communicated along with reading endorsement information and during trainings for Summer Reading Camp for the last few years. In addition, the requirement has been added to the application for those applying to teach Summer Reading Camp.

Teacher who taught Summer Reading Camp were either reading endorsed or certified. The following curriculum materials were used during Summer Reading Camp:

LLI: evidence for ESSA, strong

iReady: (<https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact>)

Reading Street- https://assets.pearsonglobalschools.com/asset_mgr/current/201620/

ReaBro120183RS201Efficacy_V4.pdf

Small group learning (Hattie effect size 0.47):<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

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?

No

If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.

NA

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.)

157

Students who demonstrate a reading deficiency in grades K-2

0

Students who score Level 1 in grades 4-5

0

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.)

32%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

0%

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.

When students are identified as having a substantial reading deficiency, schools provide information to parents on how they can support reading at home. The documentation found at REL's Supporting Your Child's Reading at Home (https://ies.ed.gov/ncee/edlabs/regions/southeast/foundations/kindergarten_intro.asp) are a major component of this plan. This site provides resources and videos concerning the development of foundational reading skills at home.

In addition, resources from the Florida Department of Education that address the change in standards are shared with parents to help provide an idea of how to support literacy at home. For families that do not have access to a computer at home, hardcopies of these materials are provided. (<https://www.fldoe.org/academics/standards/just-read-fl/parent-guides-for-english-language-arts.shtml>)

Our schools have media centers for students to check out books in person to help with at home reading. Additionally, Tumble Books and Teen Book Cloud are accessible to students via Clever to allow for at home reading.

Who at the district is responsible for monitoring this requirement?

The Executive Directors of Elementary Education and Secondary Education work with school leadership to ensure that families of students identified as having a substantial reading deficiency are provided with a Read-At-Home Plan that includes the Supporting Your Child's Reading at Home resources.

Assessment, Curriculum, and Instruction

Requirements - Part A

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

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

How does the district support and monitor implementation?

The district uses the resources found within Reading Street to create pacing calendars and resources for teachers in grades K-5 to use within the 90 minute uninterrupted reading block.

([https://assets.pearsonglobalschools.com/asset_mgr/current/201620/](https://assets.pearsonglobalschools.com/asset_mgr/current/201620/ReaBro120183RS201Efficacy_V4.pdf)

[ReaBro120183RS201Efficacy_V4.pdf](https://assets.pearsonglobalschools.com/asset_mgr/current/201620/ReaBro120183RS201Efficacy_V4.pdf))

Small group learning (Hattie effect size 0.47):<https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

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

The Department of Teaching and Learning team is responsible for supporting the implementation. The Elementary Executive Directors monitor the requirement.

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?

Additional texts beyond those in Reading Street have been included in the instructional plans to support this effort. This includes texts from the Civic Literacy List, DBQs, and texts to integrate social studies, science and the arts. As part of this effort the district has purchased books from the B.E.S.T. Civics list to integrate within the ELA block.

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

The Department of Teaching and Learning team is responsible for supporting the implementation. The Elementary Executive Directors monitor the requirement.

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

How does the district support and monitor implementation?

Within the instructional plan sample ELA block templates are provided which include time for differentiated instruction within core instruction. Administrators will receive PD on how this block relates to the materials found within the IP throughout the 2021 school year.

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

The Department of Teaching and Learning leadership team is responsible for supporting the implementation. The Elementary Executive Directors monitor implementation of the requirement.

Florida's Revised Formula For Success - Part B

K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 + T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;
- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

All adopted materials, supplementary intervention supports, and district developed resources within the Student Success Framework for Literacy (K-12) align with Florida's revised formula for success. All students have access to the six components of reading within their core instruction. The 4 different types of assessment are used with students as appropriate in order to help differentiate instruction for all students including ELL, ESE, tier 2 and tier 3 students.

How does the district support and monitor implementation?

Elementary and secondary administrators will be provided with professional development during the summer where the formula's connection to the structure of the B.E.S.T. standards will be addressed. Time will be provided for administrators to reflect on additional support that teachers may need in these areas as they plan for professional development for the upcoming school year. Administrative weekly reading walkthroughs will be used to help monitor this requirement at the school level.

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

The Superintendent's Leadership Team is responsible for providing plan implementation oversight, support, and follow-up.

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:

Decision_trees_SCPS_21-22.docx_(3).pdf
<i>SCPS Decision Trees</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.

Beginning of the Year Data (Through Nov. 15)

Grade

iReady Scale Score

DRA Score

K

299 or below

N/A

1

347 or below

N/A

2

405 or below

6 or below

3

451 or below

16 or below

Middle of the Year Data (Nov. 16- Mar. 1)

Grade

iReady Scale Score

DRA Score

K

328 or below

N/A

1

371 or below

N/A

2

422 or below

8 or below

3

474 or below

20 or below

End of the Year Data (After Mar. 2)

Grade

iReady Scale Score

DRA

K

344 or below

N/A

1

390 or below

6 or below

2

440 or below

16 or below

3*

N/ A

N/A

*Third grade students are designated SRD at the end of the year by scoring a level 1 on FSA ELA. Students in grades 4-12 are determined to be SRD if they score a level 1 on the ELA FSA.

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.

At Pine Crest Elementary School of Innovation, students are provided with a minimum of 150 minutes of reading instruction per school day. The 90-minute reading block provides whole group instruction and small, differentiated group instruction. An additional 30 minutes of reading through science is provided to extend students' comprehension of text. The additional 30 minutes of acceleration time provides focused instruction based on screening, diagnostics, and progress monitoring to meet students' specific reading needs.

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 must be reading endorsed or certified and effective or highly effective. The school principal works closely with the Executive Directors of Elementary School and Human Resources to ensure teachers meet the qualifications required. The district's Department of Teaching and Learning provides differentiated and targeted support to the teachers at the school, to support effective instruction.

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.

Pine Crest uses the resources from Core Knowledge Language Arts (CKLA) to provide targeted interventions based upon student needs. These texts include social studies and science concepts. Additionally, books from the B.E.S.T. Civics list have been purchased for the school to integrate into their reading. Reading concepts are also integrated in the math block as students learn how to interpret word problems before solving them. In addition, Fountas & Pinnell's Leveled Literacy Intervention is used with students as appropriate to further accelerate their literacy progress.