Taylor County School District

2021-22 Reading Plan

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Hathcock, Sharon Director of Instruction - Federal Programs sharon.hathcock@taylor.k12.fl.us 850-838-2500
Elementary English Language Arts (ELA)	Cantrell, Kay Instructional Coach kay.cantrell@taylor.k12.fl.us 850-838-2506
Reading Endorsement	Hathcock, Sharon Director of Instruction sharon.hathcock@taylor.k12.fl.us 1-850-838-2500
Reading Endorsement	Puhl, Kiki Director of Personnel kiki.puhl@taylor.k12.fl.us 1-850-838-2500
Professional Development	Pearson, Connie Curriculum and Technology Coordinator connie.pearson@taylor.k12.fl.us 850-838-2512
Assessment	Padgett, Pamela MIS Coordinator pam.padgett@taylor.k12.fl.us 850-223-4410
Data Element	Padgett, Pamela MIS Coordinator pam.padgett@taylor.k12.fl.us 850-223-4410
Summer Reading Camp	Lavalle, Cherie Instructional Coach cherie.lavalle@taylor.k12.fl.us 850-838-2530
Third Grade Promotion	Bethea, Courtney Elementary Principals courtney.bethea@taylor.k12.fl.us 850-838-2530
Third Grade Promotion	Bray, James Elementary Principal james.bray@taylor.k12.fl.us 352-498-3303
Elementary English Language Arts (ELA)	White, Deana Instructional Coach deana.white@taylor.k12.fl.us 850-838-2530
Secondary ELA	Heartsfield, Yvonne Instructional Coach Grades 6-8 yvonne.heartsfield@taylor.k12.fl.us 850-838-2516
Secondary ELA	Kalinowski, Lea Instructional Coach 9-12 leaannekalinowski@taylor.k12.fl.us 850-838-2525

Communication of Plan Information

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

The Taylor County School District works collaboratively to develop its district reading plan and share it with all stakeholders in the following manner:

District Level: Submitted to the school board for review and approval.
After approved the CERP will be placed on the district website for use by all interested stakeholders.

District leadership will provide an overview of the reading plan to the school-level administrative team.

School-Level: School leadership and instructional coaches will be responsible for sharing the reading plan with all instructional personnel, reading leadership teams, support staff and parents at the school site. Instructional coaches will be responsible for ensuring day-to-day fidelity of reading plan implementation.

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 44%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 50%

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

The district leadership team will network with the Early Learning Coalition of the Big Bend and the VPK providers analyze data and determine areas of needed support and professional development.

Professional development will be made available for all VPK teachers.

Additional evidence-based curriculum will be provided as deemed necessary.

VPK assessment data will be reviewed and appropriate interventions will be provided.

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	30	31	26	12	1	26	27	30	14	3
4	45	23	18	13	1	41	21	20	15	3
5	35	25	22	14	4	31	23	24	16	6
6	31	27	23	15	3	27	25	25	17	5
7	37	28	16	15	5	33	26	18	17	7
8	32	26	20	14	9	28	24	22	16	11
9	42	21	14	14	10	38	19	16	16	12
10	28	27	17	19	9	24	25	19	21	11

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

All K-2 students will be administered I-Ready Diagnostic Assessments three times per year.

Goal 1: At least 80% of all students will make learning gains.
Goal 2: Each grade level will increase the percentage of students scoring at or above grade level by 5% during the 21-22 school year.
Kindergarten students will increase from 64% proficiency to 69%.
First grade students will increase from 24% proficiency to 29%.
Second grade students will increase from 30% proficiency to 35%.

District Budget for Research-Based Reading Instructions Allocation

Budget		
1	Research-Based Reading Instruction Allocation	$0.00
2	Estimated proportional share distributed to district charter	$0.00
3	Reading coaches assigned to elementary schools	$0.00
4	Reading coaches assigned to secondary schools	$0.00
5	Intervention teachers assigned to elementary schools	$0.00
6	Intervention teachers assigned to secondary schools	$0.00
7	Supplemental materials or interventions for elementary schools	$0.00
8	Supplemental materials or interventions for secondary schools	$0.00
9	Intensive interventions for elementary students reading below grade level	$0.00
10	Intensive interventions for secondary students reading below grade level	$0.00
11	Professional development	$0.00

12	Helping teachers earn the reading endorsement	$0.00
13	Summer reading camps	$0.00
14	Additional hour for 300 lowest-performing elementary schools	$0.00
	Total:	$0.00

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

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

The Taylor County School District's budget shows prioritized funding to support students in K-3 with a substantial reading deficiency through funding 0.5 FTE of a reading intervention teacher.

School Literacy Leadership Teams

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

The School Literacy Leadership Team (LLT) requirement is communicated to both the school administrators and the site based instructional coaches through email. Discussion and information related to Literacy Leadership Teams are specific agenda items on leadership and instructional coach meetings. The district CERP is shared with the LLT as a draft document for the purpose of soliciting input and suggestions regarding the LEAs planned reading instructional program. Once the CERP is FLDOE approved, it is again shared with the LLT and used as a guide throughout the school year.

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

Director of Instruction

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

Director of Instruction

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.

Over the course of the school year many different opportunities for reading professional development will be made available to instructional and non-instructional staff. The Panhandle Area Educational Consortium reading competency courses are available at no-cost to all ELA teachers.

The instructional coach and the school-level administrators are responsible for determining the needed professional development at their school sites after a thorough analysis of all school-level data sources.

Instructional coaches which are 50% funded through the FEFP Reading Allocation are also charged with the task of providing support to all teachers with systematic instructional coaching for new and/or struggling teachers.

Additional duties of the instructional coach include:

Training in multisensory reading intervention

Providing differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth

Identifying mentor teachers

Establishing of model classrooms within the school

Providing teachers with time weekly to meet together for professional development including lesson study and PLCs

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

How are professional development requirements communicated to principals?

The approved district reading plan and associated professional development is shared with the school and district leadership teams prior to the beginning of the school year. Ongoing leadership meetings and emails will serve to provide additional information and reminders throughout the year.

-Opportunities are shared with the school sites.

-Instructional coaches are funded at every grade level to complete statutorily required multi-sensory training.

-Site based administration and instructional coaches are responsible for providing intentional, differentiated support and PD for those teachers whose progress monitoring data is not showing adequate growth.

The Director of Personnel notifies all school level administration on the processes used to secure mentors for teachers at their school sites.

***Review New Teacher Induction

School administrators have been encouraged to identify model classrooms for peer observations.

Example - TCHS: Pineapple Program

Grade-level and department meetings are scheduled by the school-based leadership team.

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

-The Director of Instruction maintains a record of all school level professional development plans submitted.

-All school professional development plans will be maintained in a shared One Drive file for the District Leadership Team as a resource.

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.?

No

Literacy Coaches

Literacy Coaches - Part A

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

The Taylor County School District has historically had inconsistent and low ELA proficiency and learning gain rates on state assessments. The district has worked diligently to set-aside funding to pay for instructional coaches at each grade level within the district. Instructional coaches are collaboratively funded between state categorical funding and federal title grant funds. All of the instructional reading coaches are 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?

Requirements are communicated during leadership meetings and through email.

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?

Daily schedules and logs are maintained by instructional coaches.

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

Director of Instruction

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

Quarterly

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

The District Leadership Team facilitates quarterly School Improvement Site Visits. A portion of these meetings focuses on the identification and supports being provided to new and struggling teachers. School based leadership teams are asked to identify the teachers at their school sites that are in need of additional coaching and support.

Monthly Instructional Coach Meetings are another way that the district is updated on coaching time and tasks based upon their school level data.

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?
FSA	All students 3 - 10	Summative	Phonics, Fluency, Vocabulary, Comprehension	Annually
i-Ready	All students K-8	Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
USA Test Prep	9th - 12th grade students	Progress Monitoring, Formative Assessment	Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
STAR Reading		Progress Monitoring, Formative Assessment, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FLKRS	All entering Kindergarten students	Screener	Oral Language, Phonological Awareness, Phonics	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?

Director of Instruction

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

Instructional materials are selected from the state-adopted list
or research is completed prior to purchase to determine the level of evidence and effect size.

Site-based administration is responsible for monitoring daily instruction via classroom walkthroughs.

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

School sites implement an on-going continuous improvement cycle where formative assessment data is analyzed and intervention is tailored to meet identified student needs.

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

Instructional coaches support the professional development of all instructional and support staff at the school site.

Additional content area teacher support to be provided by REL staff during the upcoming year for secondary teachers is in the planning stages.

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

School-level data chats are facilitated by the school-based administration and the instructional coaches.

The district leadership team meets with the school-based teams at least three times during the school year to discuss progress.

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.

Needs assessment data are collected from all schools and used to determine focus areas in need of support. Achievement and other related student data are reviewed in our district's Instructional Leadership Meetings. School-level professional development needs assessment, along with school staff climate surveys, indicated that teachers identified a need for professional development to address Florida State's new B.E.S.T. Standards implementation, using data to implement instructional improvement and improve student learning, technology integration, effective reading instructional strategies, intervention and differentiation, family engagement, and managing challenging behavior. Administrators also took the Professional Development Needs Assessment, and they indicated a need for professional development in the areas of teacher evaluation and walk-throughs, instructional coaching, implementing Florida Standards and related assessments, and data-driven decision making.

Self Reflection Tool
Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evlauation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

Taylor_CERP_Reflection_20-21.docx
CERP Reflection 20-21
[Document Link](#)

School-Level Monitoring of Plan Implementation

School-level implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

School-level administration and instructional coaches provide ongoing monitoring of plan implementation.

Who at the district level supports effective implementation?

Director of Instruction

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

Quarterly site visits are planned at each school site to enable district and school leadership to review and discuss all school-level data, intervention outcome data, and systematically monitor progress, or lack of it.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

School-level administrators are responsible for completing weekly walkthroughs and recording feedback as outlined in the district protocol.

Who at the district level supports effective implementation?

Superintendent

Director of Personnel

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

School and district administrators meet to discuss areas of need and determine support and coaching necessary to assist in building teacher efficacy.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

The district leadership team meets with school leadership and instructional coaches to review data, determine differentiated supports necessary to meet student needs, and assist with implementation of the interventions.

Who at the district level supports effective implementation?

ESE Director

Director of Instruction

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

School level data reviews and collaborative discussions regarding student data and the impact core instruction and interventions are having on student growth as measured by progress monitoring and formative assessment.

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.

The Taylor County School District has scheduled a summer reading intervention program for struggling students in grades K-5.

Since we will not have FSA scores to use to determine eligibility, the district will require students with failing ELA grades and those that score a level 1 on their I-Ready AP3 progress monitoring to attend. The summer reading program is planned for 16 six-hour days. Meals and transportation will be provided.

Evidence-based materials that are planned for use are:
Utilize Instructional Coach, Wordly Wise, and iReady as materials/resources to enhance the implementation of a variety of reading and instructional strategies.

Reading Strategies
• https://ies.ed.gov/ncee/wwc/PracticeGuide/14
• https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=23
• Utilize narrative and informational text to identify and utilize text structure to help guide student comprehension, learning, and over all understanding – MODERATE
• Teach comprehension through engaging and motivating context (purpose for reading, actively engage students, student choice, and collaboration with peers): MODERATE
• Teach student how to use research based reading comprehension strategies (activate prior knowledge, questioning, visualization, inferencing, and summarizing): STRONG
Instructional Strategies
• https://ies.ed.gov/ncee/wwc/PracticeGuide/14
• https://www.theoakwoodschool.org/uploaded/Portals/
2018_2019_September_24_Coffee_Talk_Maximizing_Student_Learning.pdf
• Direct Instruction (.59) to prepare for reciprocal teaching: incorporate differentiation and scaffolding
• Reciprocal Teaching (.74): Small group instruction, teacher modeling, guided group discussions focusing on summarizing, predicting, questioning, and eventually assuming role as teacher
Formative Assessments (.9): On-going assessments and feedback

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.

The Taylor County School District has scheduled a summer reading intervention program for struggling students in grades K-5.

Since we will not have FSA scores to use to determine eligibility, the district will require students with failing ELA grades and those that score a level 1 on their I-Ready AP3 progress monitoring to attend. The summer reading program is planned for 16 six-hour days. Meals and transportation will be provided.

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.)
60

Students who demonstrate a reading deficiency in grades K-2
190

Students who score Level 1 in grades 4-5
115

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.)
100%

Students who demonstrate a reading deficiency in grades K-2
72%

Students who score Level 1 in grades 4-5
67%

Parent Support through a Read-At-Home Plan

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

The Taylor County School District will provide digital library access for student and family use at home. After the first progress monitoring data is analyzed, school-based instructional coaches and administrators will identify the students with a substantial reading deficiency. Read-at-Home plans will be developed and shared with families by the end of the first nine weeks of school.

At this point in time, the district is in the process of reviewing a variety digital library programs that will be made available for students and families. Currently, K-5 students all have access to Reading IQ and in grades 6-12 have access to the Three Rivers Digital Lending Library.

Who at the district is responsible for monitoring this requirement?

The Director of Instruction will monitor the implementation with the assistance of the instructional coaches.

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?

Wonders by Mc Graw Hill will be implemented with fidelity for all K-5 students. State Approved

The district and school leadership teams will work together to:
-oversee the selection of evidence-based instructional materials
-review school master schedules
-make instructional site visits to review and observe instruction
-review intervention plans, programs, and student progress

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

Director of Instruction

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

How does the district support and monitor implementation?

The district leadership and school leadership teams will work together to:

-purchase sufficient books for use for in the classroom

-ensure that lesson plans include exposure to texts from varied content areas and genres.

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

Director of Instruction

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

How does the district support and monitor implementation?

The district leadership and school leadership teams will work together to:

-review intervention plans

-purchase evidence-based programs

-monitor student progress

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

Director of Instruction

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;

- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and

- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

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

The district has in place a four-step continuous improvement model.

(Plan-Do-Act-Check)

April/May: Annual Evaluation

June: Comprehensive Needs Assessment

July/August: Development of the improvement plan

October: School Improvement Round 1

January: School Improvement Round 2

April: School Improvement Round 3

A school improvement round includes:

Data review and analysis

Data chats at the teacher, school, and district level

Intervention planning and adjustments

Next steps may include revision or replace interventions.

The district will develop and communicate the plan with all school-level administrators. This process includes School Improvement Rounds, annual evaluation and comprehensive needs assessment protocols. Quarterly site visits are planned at each school site to enable district and school leadership to review and discuss all school-level data, intervention outcome data, and systematically monitor progress, or lack of it.

Day-to-day monitoring of the delivery of instruction aligned to Florida's Revised Formula for Success will completed in the following manner:
-all students will receive instruction including the six components of reading
-students have access to the four types of assessments
-receive evidence based core instruction
-based upon progress monitoring, students will be placed in Tier 2 or Tier 3 intervention
-intervention progress will be monitored and adjusted as needed

How does the district support and monitor implementation?

Open communication and scheduled school visits are used to support and monitor implementation. Classroom instructional

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

District Leadership Team

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:

K-5_Decision_Tree_Final_Copy_8-31-21.pdf
K-5 Decision Tree
[Document Link](#)
6th_-_8th_Decision_Tree_2021.2022_Revised_8-30-21.pdf
6-8 Decision Tree
[Document Link](#)
9th_-_12th_Decision_Tree_Rev_9-1-21.pdf
9-12 Decision Tree
[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.

All reading data is reviewed at least four times by the district team and at the school level collaboratively by the administrators, instructional coaches, and teachers. Grade level decision trees outline the decision-making process. School level teams analyze student data to determine the differentiated supports necessary for each student.

The district leadership team analyzes school level data by grade level and strand to determine both areas of strength and need. The district team schedules three site level visits each year after the three progress monitoring assessments and a full data review after state assessment results are received. School level leaders and instructional coaches are responsible for reviewing data by grade level, reading strand, and at the teacher level.

The Director of Instruction and the Curriculum and Technology Coordinator work collaboratively to provide plan
implementation oversight, support and follow-up.

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?
If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

No

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

None at this time.

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

Not required at this time.

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.

Not required at this time.