Walton County School District

2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
Elementary English Language Arts (ELA)	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
Secondary ELA	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
Reading Endorsement	Chandler, Myca Coordinator of Instructional Support Services myca.chandler@walton.k12.fl.us 850-892-1100
Reading Curriculum	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
Professional Development	Chandler, Myca Coordinator of Instructional Support Services myca.chandler@walton.k12.fl.us 850-892-1100
Assessment	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
Data Element	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
Summer Reading Camp	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892--1100 ext 1521
Third Grade Promotion	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521
300 Lowest-Performing Elementary Schools	Appel, Crystal Supervisor of Curriculum and Instruction appelc@walton.k12.fl.us 850-892-1100 ext 1521

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 Supervisor of Curriculum and Instruction collaborates with the Superintendent, Deputy Superintendent, Literacy Coaches and school-based teams including Principals and Teachers. In

July, the Supervisor of Curriculum and Instruction will share the District Reading Plan with all Principals and will facilitate a discussion regarding the implications of the District Reading Plan such as scheduling, assessment, materials and instruction considerations. The Principals will use this information to inform their school plans. The District Literacy Coaches will create an elementary and secondary presentation of the District Reading Plan to share with each school's team at the beginning of the year to ensure that all teachers are aware of the instructional implications. To ensure all stakeholders have easy access to this information, the District Reading Plan presentations will be added to the K-12 Literacy page of the Walton County School District's website. Additionally, a link to FLDOE will be easily accessible on the district's website so that all stakeholders can access the plan.

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 52%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 60%

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

Utilization of Phonics First, Heggerty (Phonemic Awareness Curriculum), ReadyGen, and PAST data to support all students.

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	17	22	31	23	7	13	20	33	25	9
4	18	21	29	24	8	16	19	32	25	8
5	14	21	31	22	11	13	20	33	23	11
6	18	20	24	27	11	17	19	25	28	11
7	22	23	25	21	9	19	21	29	21	10
8	21	24	26	20	9	19	22	28	21	10
9	16	21	28	24	11	15	20	29	25	11
10	18	19	26	27	9	17	18	28	28	9

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

For Kindergarten, increase the percentage of students currently scoring at or above grade level on STAR by 3% this year, from 69% to 72%.
For 1st grade, increase the percentage of students currently scoring at or above grade level on STAR by 7% this year, from 62% to 69%.

For 2nd grade, increase the percentage of students currently scoring at or above grade level on STAR by 2% this year, from 67% to 69%

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.

Walton County School District (WCSD) will utilize the Research-Based Reading Instruction Allocation funds for elementary reading coach salaries. Tiered interventions and supplemental materials are provided for students in grades K-3. WCSD will also utilize these funds for 3rd grade summer reading camps.

School Literacy Leadership Teams

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

During monthly Principal Meetings and scheduled School Improvement Visits.

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

Deputy Superintendent and Supervisor of Curriculum and Instruction

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

Deputy Superintendent and Supervisor of Curriculum and Instruction collect the School Literacy and Leadership Teams data and share school trends with the Superintendent. School data is reviewed quarterly by the Deputy Superintendent and Supervisor of Curriculum and 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.

The Supervisor of Curriculum and Instruction and the District Literacy Coaches collaborate to collect and analyze student progress monitoring data after administration to inform school-based Literacy Care Plans and to identify district-wide trends as well as school-based or grade level trends. The Supervisor of Curriculum and Instruction uses school literacy data to inform conversations during School Improvement visits and district-wide trend data to
inform professional development sessions for administrators, coaches and teachers.
WCSD fully engages in the MTSS (Multi-tiered System of Support) model using district-wide and school-wide
trend data. As part of the MTSS approach all schools receive tiered ELA support.
Tier 1 Schools (low-risk): 80% of all students are on pace to show one year's growth and 80% of students scoring Level 1 or Level 2 on STAR are on pace to earn a learning gain. These schools have access to districtwide professional development and supports and participate in School Improvement visits / walkthroughs
each semester.
Tier 2 Schools (moderate risk): Schools making uneven growth will receive scheduled school-based, supports
by a District Literacy Coach as well as customized, job-embedded professional learning opportunities and more
frequent School Improvement visits.
Tier 3 Schools (high risk): Schools not making adequate growth will receive more frequent intensive, regularly
scheduled visits from a District Literacy Coach to provide feedback and support as part of the coaching process
as well as customized, job-embedded professional learning opportunities and quarterly School Improvement
visits.
Required Professional Development 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 through LETRS training and Orton-Gillingham curricula such as Phonics First and Sonday Systems which are accredited through both the International Dyslexia Association (IDA) under their Knowledge and Practice Standards for Teachers of Reading and through the International Multisensory Structured Language Education Council (IMSLEC) at their Teaching Level and Instructor of Teaching Levels.
-Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth

-Identification of mentor teachers through our mentoring program. Walton County School District (WCSD) uses a tiered approach to support schools in providing school-based mentors as follows:
-Category 1: Beginning Teachers-All beginning teachers will be partnered with a mentor
-Category 2: Experienced Teachers: New to the District
-Category 3: Experienced Teachers: New to the School, but Not New to the District
When deficiencies are brought to the teacher's attention by his/her supervisor, the administrator shall be responsible for offering support resources necessary to improve the teacher's identified areas of performance. When deemed appropriate, a mentor teacher may be provided to assist the teacher with any perceived problem areas.
-Providing teachers with time weekly to meet together for professional development including lesson study and PLCs
-Administration and analysis of instructional assessments
-Providing teachers with professional development including differentiated instruction and intensive interventions
-Training in Curriculum Alignment and the B.E.S.T ELA 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?

Monthly principal meetings; district professional development events calendar; District Literacy Coach conversations; Progress Monitoring Guide; District Reading Plan

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

The District Literacy Coaches submit the Professional Development for ELA Teachers and their coaching calendars to the Supervisor of Curriculum and Instruction.

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.

Tier 1 Schools (low risk): 80% of all students are on pace to show one year's growth and 80% of students scoring Level 1 or Level 2 on STAR are on pace to earn a learning gain. These schools have access to district-wide professional development and supports and participate in School Improvement visits / walkthroughs each semester.

Tier 2 Schools (moderate risk): Schools making uneven growth will receive scheduled school-based, supports by a District Literacy Coach as well as customized, job-embedded professional learning opportunities and more frequent School Improvement visits.

Tier 3 Schools (high risk): Schools not making adequate growth will receive more frequent intensive, regularly scheduled visits from a District Literacy Coach to provide feedback and support as part of the coaching process as well as customized, job-embedded professional learning opportunities and quarterly School Improvement visits.

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?

During monthly principal meetings, the District Reading Plan presentations at each school and during School Improvement Visits.

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?

Outlook calendar, School Care Plan Summaries, Itinerant Sign-In Logs

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

Supervisor of Curriculum and Instruction

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

Monthly

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

Coaching time and task are based on school-wide trends from data analysis.

District-Level Monitoring of Plan Implementation

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

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

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

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FLKRS	All Kindergarten Students	Screener	Oral Language	Annually
STAR Early Literacy	All Kindergarten Students	Screener, Progress Monitoring	Oral Language	3 x A Year
PAST	All Tier 2 and Tier 3 students in grades K-5	Progress Monitoring, Diagnostic	Phonological Awareness	3 x A Year
LETRS Spelling Screener	All students in grades 1-5, K begins during the 2nd Semester and Intensive Reading in grades 6-12 as needed	Progress Monitoring, Diagnostic	Phonics	3 x A Year
Phonics First Assessments	All students in grades K-2 at the beginning of the year and as needed throughout the year	Progress Monitoring, Diagnostic	Phonics	Annually
DIBELS	All Tier 2 and Tier 3 students in grades K-5	Progress Monitoring, Diagnostic	Fluency	Monthly
LETRS Phonics and Word Reading Survey	All Tier 2 and Tier 3 students in grades K-5	Progress Monitoring, Diagnostic	Phonics, Fluency	3 x A Year
STAR Reading	All students in grades K-12	Screener, Progress Monitoring	Vocabulary, Comprehension	Quarterly, 3 x A Year
DRA	Students in grades K-5	Formative Assessment	Vocabulary, Comprehension	Monthly
FSA	Students in grades 3-10	Summative	Phonics, 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 Supervisor of Curriculum and Instruction is responsible for providing plan implementation oversight, coordinating district supports, and engaging in follow-up

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

All instructional materials provided by the district are Research-Based. To ensure all instruction is systematic and explicit, Literacy Coaches conduct coaching cycles and walkthroughs. District staff participate in VIEW School Improvement visits, and Administrative teams conduct walkthroughs.

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

Routine data chats with teachers and administrative teams.

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

Providing professional development and engaging in coaching conversations to build teacher capacity.

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

If it is determined that the District Reading Plan is not being implemented in an explicit manner based on data, the Supervisor of Curriculum and Instruction and the Deputy Superintendent reinforce the expectation that principals will monitor and support full implementation of the District Reading Plan with classroom walkthroughs, scheduling, and coordinating of professional development and coaching supports.

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.

Bimonthly the Supervisor of Curriculum and Instruction and the Literacy Team meet to evaluate the needs of schools within the district. The proposed Reading Plan is sent to teachers and administrators at the school level for feedback. Through VIEW School Improvement school visits, data chats, and coaching cycles the Supervisor of Curriculum and Instruction and the Literacy Team identify trends for improvement and strategies to incorporate in professional development to increase literacy outcomes for students.

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:

Walton_K-12_CERP_Self-reflection_tool_6.15.21_(1).pdf
Walton K-12 CERP Self Reflection Tool
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?

The Reading Plan is discussed during monthly Principal Meetings and scheduled School Improvement Visits.

Who at the district level supports effective implementation?

Deputy Superintendent, Supervisor of Curriculum and Instruction and District Literacy Coaches

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

Deputy Superintendent and Supervisor of Curriculum and Instruction collect this data and share school trends with the Superintendent

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

During scheduled School Improvement Visits the Deputy Superintendent and Supervisor of Curriculum and Instruction meet with school administrators to discuss data and determine specific purpose for reading walkthroughs.

Who at the district level supports effective implementation?

Deputy Superintendent and Supervisor of Curriculum and Instruction

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

Deputy Superintendent and Supervisor of Curriculum and Instruction collect this data and share school trends with the Superintendent

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

During monthly Principal Meetings and scheduled School Improvement Visits

Who at the district level supports effective implementation?

Deputy Superintendent and Supervisor of Curriculum and Instruction

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

Deputy Superintendent and Supervisor of Curriculum and Instruction collect this data and share school trends with the Superintendent

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 following evidence-based instructional materials will be utilized during Summer Reading Camp: Lexonik Leap, Sonday Essentials, Tyner, Saxon Phonics, Sonday, and Phonics First are systematic, explicit phonics programs implemented with a multisensory approach consistent recommendation from the International Dyslexia Association and University of Florida Literacy Institute (UFLI): Support Information.
Lindamood-Bell interventions earned Strong reviews from Evidence for ESSA: Support Information.
LLI earned a Strong rating from Evidence for ESSA and a Positive Rating from Results First Clearinghouse: Support Information

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.

In addition to 3rd grade Summer Reading Camp, students demonstrating reading deficiencies as determined by progress monitoring data in grades K-12 will have an opportunity to attend Walton County School District Summer Bridge camps as selected by their school for specific programs.

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.)
41

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.

The Walton County School District agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in our brick and mortar schools. Written notice will be sent to the parent/guardian of any student that is not making adequate progress based on a data.

The continuous analysis of disaggregated student data is the foundation of our professional development system. School leaders, instructional trainers, and district instructional personnel receive ongoing training and support for the purpose of providing researched-based, on-site professional development to each school community within the district. School communities are comprised of students and parents, administrative personnel, instructional personnel, support personnel, business partners, and personnel who provide health and social services to students. Input from school level contacts, parent survey results, and school staff survey results were used to determine a focus, strategies, and deliverables for the successful implementation of professional development.

Parental involvement in student learning is extremely important. "Parents have major effects in terms of the encouragement and expectations that they transmit to their children. Many parents, however, struggle to comprehend the language of learning and thus are disadvantaged in the methods they use to encourage their children to attain their expectations." (Hattie, 2009) FLDOE's Parent Guides for the Florida B.E.S.T Standards and parent guide connection book lists will be disseminated to parents. Parent events will be held to help parents understand academic language and strategies for supporting their child with the foundations strand has adapted to meet the needs of the traditional beginning reader and expanded to include remediation for secondary
students who are not yet proficient readers.
Reading aloud is one of the most important things parents can do with children. Parents will be provided resources to support their families at home such as, Reading Rockets, Just Take 20, United Way Reading Pals/Paws material, Barbara Bush Foundation for Family Literacy resources, Destiny and Local Library Online Access, along with all of the District purchased online instructional materials and programs through Classlink.
School Literacy Teams with the support of our District Literacy Coaches will meet throughout the year to expand and disseminate literacy activities for families to engage in literacy activities and reading at home. The more words parents and caregivers use when speaking to a child, the more words children will recognize and use as they begin to speak and read.
Meaningful parental involvement is a necessity and a core element of our MTSS process. In addition to literacy and academic supports, each school has at least one school counselor and an assigned mental health counselor to provide students with mental health screening, assessment, interventions, and services needed to support students coping with pandemic related matters or with social/emotional/behavior issues that may have been escalated due to extended school closures.

Who at the district is responsible for monitoring this requirement?

Supervisor of Curriculum and Instruction

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?

Classroom walkthroughs during the ELA block, coaching cycles, data chats, and professional development on Science of Reading.

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

Supervisor of Curriculum and Instruction and Literacy Coaches

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?

Classroom walkthroughs during the ELA block, coaching cycles, and professional development on the Science of Reading.

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

Supervisor of Curriculum and Instruction and Literacy Coaches

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

How does the district support and monitor implementation?

Classroom walkthroughs during the ELA block, coaching cycles, data chats, and professional development on Science of Reading.

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

Supervisor of Curriculum and Instruction and Literacy Coaches

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.

Walton County School District is committed to the implementation of a Multi-Tiered System of Supports (MTSS) framework for aligning efforts to improve educational outcomes and meet the academic and behavioral needs of all students, including vulnerable populations, such as students from low-income families, students of migrant workers, students who are homeless, and students in foster care.
The District will provide high quality instruction and intervention matched to student needs and use learning rates and levels of performance to inform instruction, including decisions regarding promotion, acceleration, retention, and remediation. Data will guide district, school, grade, class, and individual levels decisions about the allocation of resources and intensity of interventions needed to improve learning and behavior.
The Multi-Tiered System of Supports (MTSS) is defined as a whole school, data driven, prevention based, framework for improving learning and behavioral outcomes for every student through a layered continuum of evidenced based practices and systems. MTSS is a three-tiered system that focuses support intensity based on levels of student need.
All schools must have regularly scheduled meetings of the School Based Intervention Team (SBIT) that includes administrators, guidance counselors, teachers, and other related personnel who are involved

with student achievement at the school level. The focus of the SBIT within MTSS is to review student progress and identify students needing intervention. The SBIT is responsible for developing and designing interventions aligned with the data which assess student growth and acceleration. It is recommended that schools implement "Early Warning Systems" to identify students and target students.

How does the district support and monitor implementation?

The Deputy Superintendent and Supervisor of Curriculum and Instruction conduct monthly Principal Meetings and scheduled School Improvement Visits to support and monitor implementation. The Deputy Superintendent and Supervisor of Curriculum and Instruction collect school data and share school trends with the Superintendent.

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

The Deputy Superintendent and Supervisor of Curriculum and Instruction is responsible for providing plan implementation oversight, coordinating district supports, and engaging in 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:

Walton_County_School_District_Decision_Trees.pdf
Walton County School District 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.

Schools give the following assessments to identify reading deficiencies: PAST (Phonological Awareness Assessment), LETRS Spelling Screener (Phonics Assessment), LETRS Phonics and Word Reading Survey (addresses any Phonics deficits) and the STAR (Universal Screener). Literacy Coaches assist schools with identifying Tier 2 and Tier 3 students in quarterly data chats. In the meetings, the PAST Assessment data (addresses Phonological Awareness), STAR (identifies Vocabulary and Comprehension deficits) LETRS Spelling Screener/LETRS Phonics and Word Reading Survey (addresses any Phonics deficits) data is reviewed. The multiple data points help to address the specific reading deficit(s). The teacher is given support and training for the best intervention option to support their students.

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.

n/a

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

n/a

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.

n/a