

Washington 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	Saunders, Susan Director Of Curriculum & Instruction susan.saunders@wcsdschools.com (850) 638-6222
Elementary English Language Arts (ELA)	Saunders, Susan Director of Curriculum and Instruction susan.saunders@wcsdschools.com (850) 638-6222
Secondary ELA	Saunders, Susan Director of Curriculum and Instruction susan.saunders@wcsdschools.com (850) 638-6222
Reading Endorsement	Saunders, Susan Director of Curriculum and Instruction susan.saunders@wcsdschools.com (850) 638-6222
Reading Curriculum	Saunders, Susan Director of Curriculum and Instruction susan.saunders@wcsdschools.com (850) 638-6222
Professional Development	Saunders, Susan Director of Curriculum and Instruction susan.saunders@wcsdschools.com (850) 638-6222
Assessment	Dickson, Becky Director of Assessments and Accountability becky.dickson@wcsdschools.com (850) 638-6222
Data Element	Dickson, Becky Director of Assessments and Accountability becky.dickson@wcsdschools.com (850) 638-6222
Summer Reading Camp	Saunders, Susan Director of Curriculum and Instruction susan.saunders@wcsdschools.com (850) 638-6222
Third Grade Promotion	Dickson, Becky Director of Assessment and Accountability (MTSS coordinator) becky.dickson@wcsdschools.com (850) 638-6222

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 content of the District 2021-22 K-12 Comprehensive Evidence-Based Reading Plan will be reviewed with district staff and communicated in the following ways:

- Monthly meetings with principals, assistant principals and academic analysts who will share information with teachers
- School based Literacy Leadership team meetings including administration, content area teachers, academic analysts, school counselors, ESE and media specialists
- Posted on the district website under Curriculum and Instruction
- Shared with the WCSD School Board

Teachers meet at the beginning of the year with the academic analysts to go over the plan and sign to signify they have read and understand the district reading 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 46%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 55%

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

The district will offer summer learning opportunities, including summer VPK, to rising kindergarten students at both elementary schools.

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	19	21	33	21	6	18	20	33	22	7
4	19	21	29	25	5	18	22	29	25	6
5	21	29	27	19	4	20	24	27	21	8
6	26	26	19	23	5	21	25	23	23	8
7	31	28	22	13	7	26	22	22	19	11
8	29	27	22	16	6	23	21	26	19	11
9	29	29	16	20	6	24	22	21	22	11
10	29	25	25	19	3	23	24	25	21	7

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 percentage of students K-3 scoring at or above grade level to 62%.

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.

A portion of the district's Reading Allocation Funds will be used to fund one K-2 Reading/Academic Analyst. Funds will also be used to fund a middle school reading intervention teacher. Academic analysts will be assigned to the schools and grades in the most need.

Intervention instructional materials and programs will be purchased with the allocation and data will be evaluated as the interventions are implemented according to the needs of the individual students.

Reading Competency 5 will be offered through the district as needed in order to help more teachers finish and meet the requirements for Intensive Reading teachers. This will be open to all teachers.

Reading Competency 1 and 2 will be offered through the district as needed to help teachers meet the requirements for Intensive Reading teachers and help prepare teachers who wish to take the Reading Subject Area Exam to earn their Reading Endorsement. This will be open to all teachers and targets new teachers who do not have degrees in Education.

Summer Reading Camps will be provided at the two elementary schools, Kate M. Smith Elementary and Vernon Elementary.

School Literacy Leadership Teams

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

Monthly Principal Meetings

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

Director of Curriculum and Instruction

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

Director 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.

Reading Professional development such as Reading Competencies is provided throughout the year by contracted trainers, through PAEC courses, UF Literacy Matrix and other options. School and district based data is used to determine areas of focus for ongoing reading professional development. School level reading professional development is scheduled and led by academic analysts, often after school. Teachers are paid for stipends for after-school trainings and meetings.

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?

Director of Curriculum and Academic Analysts provide a calendar of upcoming trainings. Updates are provided at monthly principal meetings

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

Director 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.

District Leadership Team, consisting of Director of Curriculum, Director of Assessment and Director of Federal Programs, analyze school wide and district data.

Problem solving and data review at meetings held monthly with Academic Analysts.

Summer professional development utilized to analyze data and make changes.

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?

The District Leadership team has separate monthly meetings with the academic analysts, guidance, and principals. At these meetings the expectations for each position are clarified, addressing long term and short term responsibilities. Each group is explicitly told what duties they are and are not expected to carry out. Principals and guidance are expected to keep academic analysts time focused on instructional reading training and development with teachers.

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?

Monthly academic analyst meetings allow time to analyze data, as well as time for planning and collaboration with the District leadership team. School Literacy Leadership team meetings allow time to establish goals and plan for school level professional development based on specific needs.

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

The District Leadership team monitors the work assignments of the analysts. The analysts are able to address concerns about duties to either the Director of Curriculum, the Director of Assessments or the Director of ESE services and Federal Programs.

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?

Data will be analyzed.

Every four and half weeks, teachers meet with the Academic Analyst in small groups of two or three to discuss class data and progress. During this meeting, students' data and progress will be looked at closely. Data will be broken down by reading components. Students' deficiencies will be reviewed and changes to ongoing interventions will be made if needed.

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?
STAR Reading	grades 1-5	Screener, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
i-Ready	K-5	Screener, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
FAIR	6-8	Progress Monitoring, Diagnostic	Comprehension	3 x A Year
Achieve 3000	9-12	Progress Monitoring, Diagnostic	Fluency, Vocabulary, Comprehension	3 x A Year
APM (Adaptive Progress Monitoring)	3-10	Progress Monitoring, Diagnostic	Fluency, Vocabulary, Comprehension	3 x A Year
Read 180	6-8	Progress Monitoring, Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	3 x A Year

District-Level Monitoring - Part B

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

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

Director of Curriculum and Instruction, Director of Assessment 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?

Academic Analysts meet with principals and teachers. Schools have access to district-wide and school-based professional development and coaching support. District Leadership and principals monitor and support evidence-based reading instruction with walkthroughs and scheduling.

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

The MTSS (Multi-Tiered System of Support) model is followed using district-wide and school-wide data. Tier I and Tier II groups are fluid and changed based on student's needs identified by progress monitoring, teacher observation, and individualized assessments. If students fall below set achievement levels, parents will be contacted and interventions begin immediately. The students will be monitored closely and brought to the MTSS team if reading deficiencies, based on assessment data, continue.

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

Content area teachers are included in the Literacy Leadership Team meetings to plan and analyze student progress. The new ELA B.E.S.T Standards will be reviewed and emphasized schoolwide. The Civics Book List will be incorporated into the Social Science courses.

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

Teachers are able to communicate concerns with analysts and district leaders. Analysts and principals meet monthly with District Leadership Team.

District-Level Monitoring - Part C

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

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

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

The District Leadership Team will meet monthly with principals and academic analysts to review the elements of the district plan that need improvement and monitor progress. The Literacy Leadership Team meetings will allow for collaboration and input from teachers, analysts and administrators at each school. Any concerns and suggestions will be taken into consideration when formulating the district's plan for the next year.

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?

Teachers meet with grade groups and instructional coaches biweekly to monitor students' progress. All schools utilize the MTSS (Multi-Tiered System of Support) model to provide tiered ELA support.

Who at the district level supports effective implementation?

District Leadership Team, academic analysts and principals

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

Academic analysts meet with principals and Teachers every 4 weeks or sooner. Analysts, principals and District Leadership Team support implementation with classroom walkthroughs and scheduling. Coordination of professional development and coaching supports is provided.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Academic Analysts meet with principals and teachers to discuss data and determine specific purpose

Who at the district level supports effective implementation?

Academic analysts, principals and District Leadership team

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

Academic analysts and teachers meet every 4 weeks or sooner.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

The data is collected quarterly and shared during monthly principal meetings and monthly analyst meetings.

Who at the district level supports effective implementation?

District Leadership team, analysts and principals

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

Academic analysts, principals and teachers meet every 4 weeks or sooner to analyze school data. Classroom observations completed by principals and District Directors

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.

Both elementary schools will offer Summer Reading Camps. Third grade summer camps will begin June 14 and will last 6 weeks, 4 days a week.

The time is 8:00 - 2:00. Students will be instructed in the 5 components of reading.

A scheduled routine for the day will be decided before this time by a team. Because FSA data will not be available, i-Ready diagnostic 3 data, report card grades, STAR data and teacher recommendation will be used to select targeted students. If third graders have not met the 535 scale score requirement on i-Ready, have not passed their class portfolio, or have failing grades, they will be able to take SAT 10 prior to summer school beginning. At the end of summer school, if they achieve the 535 i-Ready score, or make a Level 1 or pass the summer school portfolio (to be determined), they can take the SAT 10 again. With all these opportunities, a student will be retained if ineligible to promote.

Quick Reads - Fluency: prosody, accuracy, rate, Comprehension, Vocabulary - .21 effect size

<https://www.evidenceforessa.org/programs/reading/quickreads-whole-class>

Phonics for Reading (supported by i-Ready) - Phonics, Vocabulary, Decoding

supplement recommended for students poor in phonics by i-Ready, after diagnostics

<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/researchoverview-proven-to-work-brochure-2019.pdf>

Close Reading Strategy - (variety of passages and question sets) - high effect strategy

<https://medium.com/inspired-ideas-prek-12/research-spotlight-dr-douglas-fisher-on-close-reading-6c04cb623ca1>

i-Ready Personalized Instruction, Curriculum Associates-strong evidence

<https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx>

<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf>

Fast ForWord – strong evidence

<https://www.scilearn.com/essa/>

<https://www.evidenceforessa.org/programs/reading/fast-forward-elementary-whole-class>

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 number of students served will be based on the number of teachers available. If there are enough teachers, the reading camps will be offered to K-2 and grade 4-5 students.

Quick Reads - Fluency: prosody, accuracy, rate, Comprehension, Vocabulary - .21 effect size

<https://www.evidenceforessa.org/programs/reading/quickreads-whole-class>

Phonics for Reading (supported by i-Ready) - Phonics, Vocabulary, Decoding

supplement recommended for students poor in phonics by i-Ready, after diagnostics

<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/researchoverview-proven-to-work-brochure-2019.pdf>

Close Reading Strategy - (variety of passages and question sets) - high effect strategy

<https://medium.com/inspired-ideas-prek-12/research-spotlight-dr-douglas-fisher-on-close-reading-6c04cb623ca1>

i-Ready Personalized Instruction, Curriculum Associates-strong evidence

<https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx>

<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf>

Fast ForWord – strong evidence

<https://www.scilearn.com/essa/>

<https://www.evidenceforessa.org/programs/reading/fast-forword-elementary-whole-class>

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.)

31

Students who demonstrate a reading deficiency in grades K-2

123

Students who score Level 1 in grades 4-5

Percentage of Students Attending Summer Reading Camp

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

18%

Students who demonstrate a reading deficiency in grades K-2

20%

Students who score Level 1 in grades 4-5

%

Parent Support through a Read-At-Home Plan

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

A Parent Involvement Reading Contract is sent home at the beginning of the year. Through the Into Reading (HMH) reading program, students will be expected to keep a reading log. Their parents will know through the compact that learning to read is a home-school effort.

Who at the district is responsible for monitoring this requirement?

Academic Analysts

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?

District leadership team monthly meetings with the principals. Principals make the schedule and make sure there is an uninterrupted 90 minute block. The district and principals are in constant communication about the schedule for the new year starting as early as January. Classroom walkthroughs are done during the Language Arts block. Lesson plans and class wide data are monitored

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

Director of Curriculum and Instruction, Director of Assessments

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?

School Literacy Leadership teams are established and meet regularly to plan and make decisions on incorporating content area text into all classes. A schoolwide focus on Literacy Skills is promoted.

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

Director of Curriculum and Instruction, Director of Assessments

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

How does the district support and monitor implementation?

District leadership monthly team meetings with principal. Classroom walkthroughs are done during small group reading instruction. Lesson plans and student data is monitored. Academic Analysts meet monthly with the District Leadership team.

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

Director of Curriculum and Instruction, Director of Assessments

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 students will have access to evidence based core, supplemental and intervention curriculum and programs. A district-wide assessment plan will be used. The MTSS (Multi-Tiered System of Support) approach will ensure all schools receive tiered ELA support.

How does the district support and monitor implementation?

District Leadership team monthly meetings with principals and academic analysts.

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

Director of Curriculum and Instruction, Director of Assessments

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_Ddecision_Tree_2021-2022_ammended.pdf
<i>K-5 Decision Tree</i>
Document Link
6-8_Ddecision_Tree_2021-2022_approved.pdf
<i>6-8 Decision Tree</i>
Document Link
9-12_Ddecision_Tree-2021-2022_approved.pdf
<i>9-12 Decision Tree</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.

If a student meets any of the criteria above exhibiting a substantial reading deficiency the MTSS (Multi-Tiered System of Support) team will develop a specific intervention plan. Teachers will be trained in district approved intervention programs. All teachers delivering Tier 3 instruction will be reading endorsed.

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.

Not applicable

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 applicable

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 applicable