

Florida School for the Deaf & the Blind



2021-22 Reading Plan

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**Table of Contents**

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<b>Contact Information, Communication Plan, and Student Achievement Goals</b>	<b>3</b>
<b>Budget</b>	<b>6</b>
<b>School Literacy Leadership Teams</b>	<b>8</b>
<b>Professional Development</b>	<b>9</b>
<b>Charter Schools</b>	<b>9</b>
<b>Literacy Coaches</b>	<b>10</b>
<b>District-Level Monitoring of Plan Implementation</b>	<b>13</b>
<b>School-Level Monitoring of Plan Implementation</b>	<b>17</b>
<b>Summer Reading Camp</b>	<b>19</b>
<b>Parent Support through a Read-At-Home Plan</b>	<b>21</b>
<b>Assessment, Curriculum, and Instruction</b>	<b>22</b>
<b>Identification of Students with a Substantial Reading Deficiency</b>	<b>27</b>

## 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	Mitchell, Randi Executive Director of Curriculum and Professional Development mitchellr@fsdbk12.org (904) 827-2255
Elementary English Language Arts (ELA)	Traetto, Cally Literacy Specialist traettoc@fsdb.k12.fl.us (904) 827-2740
Elementary English Language Arts (ELA)	Zuaro, Elisha Literacy Specialist zuaroe@fsdbk12.org (904) 827-2963
Secondary ELA	Bechtold, Brent Literacy Specialist bechtoldb@fsdbk12.org (904) 827-2859
Secondary ELA	Pyle, Kathy Literacy Specialist pylek@fsdbk12.org (904) 827-2515
Secondary ELA	Zuaro, Elisha Literacy Specialist zuaroe@fsdbk12.org (904) 827-2963
Reading Endorsement	Trejbald, Scott Administrator of Instructional Services trejbald@fsdbk12.org (904) 827-2542
Reading Curriculum	Mitchell, Randi Executive Director of Curriculum and Professional Development mitchellr@fsdbk12.org (904) 827-2255
Professional Development	Mitchell, Randi Executive Director of Curriculum and Professional Development mitchellr@fsdbk12.org (904) 827- 2255
Assessment	Keith, Sidney Assessment and Accountability Coordinator keiths@fsdbk12.org (904) 827-2261
Data Element	Ardis, Shelley Administrator of Outreach and Technology ardiss@fsdbk12.org (904) 827-2661
Summer Reading Camp	Traetto, Cally Literacy Specialist traetto@fsdbk12.org (904) 827-2740
Summer Reading Camp	Zuaro, Elisha Literacy Specialist zuaroe@fsdbk12.org (904) 827-2963

Contact	Name, Title, Email, Phone
Third Grade Promotion	Trejbal, Scott Administrator of Instructional Services trejbald@fsdbk12.org (904) 827-2542

## 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 contents of the FSDb Comprehensive Evidence-Based Reading Plan is shared with internal stakeholders during the following established school meetings: Continuous Quality Improvement (CQI) and Academic Leadership Team (ALT), Literacy Specialist Team, Literacy Leadership Team meetings in each school, and grade-level and content area department meetings. Parents will be informed during the start of school Parent Open House Assistant Principal meeting, Parent Engagement Workshop, and available on the FSDb website.

## 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 0%**

#### *Goal for Plan Year*

**Kindergarten - % of Students "Ready" on FLKRS 0%**

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

FLKRS is not accessible for students who are deaf/hard of hearing and/or blind/visually impaired. In lieu of FLKRS, kindergarten students at FSDb participate in the following assessments with appropriate accommodations.

- Independent Reading Level Assessment (American Reading Company)
- NWEA Measures of Academic Progress
- Dibels Letter Naming Fluency Assessment
- Fox in the Box Early Literacy Assessment (Blind Dept.)
- Letter Recognition via a district developed tool

***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	0	0	0	0	0	65	20	15	0	0
4	75	20	4	0	0	75	15	5	0	0
5	76	12	12	0	0	70	20	10	5	0
6	70	19	11	7	0	71	19	5	5	0
7	84	8	7	5	3	70	10	5	5	0
8	74	18	7	2	3	60	33	5	2	0
9	55	18	27	16	4	55	20	15	10	0
10	55	21	23	9	6	50	20	15	15	0

**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 grades K-2, increase the percentage of students currently meeting reading growth targets by 5% this year, from 52% to 57%.

For grades 3-5, increase the percentage of students currently meeting reading growth targets by 5% this year, from 34% to 39%.

For grades 6-8, increase the percentage of students currently meeting reading growth targets by 5% this year, from 43% to 48%.

## 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.**

N/A The Florida School for the Deaf and the Blind does not receive reading allocation funds.

## School Literacy Leadership Teams

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

Both school Principals serve on the FSDB Continuous Quality Improvement (CQI) team (FSDB President, Administrator of Instructional Services, Administrator of Outreach and Technology, School Principals, and Executive Director of Curriculum and Professional Development.) The Executive Director of Curriculum and Professional Development will ensure the Principals know and understand the School Literacy Leadership Team requirements.

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

FSDB Continuous Quality Improvement (CQI) team (FSDB President, Administrator of Instructional Services, Administrator of Outreach and Technology, School Principals, and Executive Director of Curriculum and Professional Development.)

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

FSDB Continuous Quality Improvement (CQI) team (FSDB President, Administrator of Instructional Services, Administrator of Outreach and Technology, School Principals, and Executive Director of Curriculum and Professional Development.)



## 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.

FSDB does not receive funding from the Research-Based Reading Allocation; however, FSDB may use other funding sources, such as General Revenue, Title I, Title II, and IDEA as appropriate. FSDB has created a guidance document, which includes professional development opportunities, such as the online facilitated courses from FDLRS PDA: Exploring Structured Literacy, Structured Literacy Through Multi-Sensory Approach, and Differentiated Reading Instruction. FSDB also may offer a face-to-face training: Making Instruction Explicit. Teachers and Literacy Specialists have monthly Data PLCs that focus on progress monitoring and differentiation to meet the unique needs of the special populations at FSDB. FSDB and the individuals ensure that time is provided for teachers to attend weekly professional development offerings. FSDB has identified mentor teachers and plans to establish model classrooms within the school.

**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 requirements are shared at the following established meetings: Continuous Quality Improvement (CQI) and Academic Leadership Team (ALT) meetings. Principals attend the CQI meeting and Assistant Principals attend the ALT meetings. Assistant Principals function as building principals. FSDB has a master professional development calendar that shares the dates/times of campus wide professional learning opportunities and school level professional learning. The Assistant Principals can reach out to the Curriculum and Professional Development Department for support in meeting their professional learning needs.

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

Executive Director of Curriculum and Professional Development

## Charter Schools

**Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?**

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.**

N/A FSDB does not receive funding from the Research-Based Reading Allocation.

FSDB has four literacy specialist (aka literacy coach) who are reading endorsed/reading certified. One for Deaf Elementary School, One for Deaf Middle School, One for Deaf High School, and one for K-12 Blind Department. Students who are deaf/hard of hearing have the greatest need for literacy intervention as evidenced by performance on state and district assessments. Students who are deaf/hard of hearing are learning English as a second language. In addition to the Literacy Specialist in the Blind Department, there are three Braille Specialists that work directly with students and teachers to support braille instruction, fluency, and provide intervention.

#### 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 requirements are shared at the following established meetings: Continuous Quality Improvement (CQI) and Academic Leadership Team (ALT) meetings. Principals attend the CQI meeting and Assistant Principals attend the ALT meetings. Assistant Principals function as building principals.

**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?**

Executive Director of Curriculum and Professional Development directly supervises and meets with all Literacy Coaches on a bi-weekly basis. Literacy Coaches Position Descriptions are aligned with the JRF Coaching Model. A master schedule is used at each school in order to provide professional development activities aligned to the reading plan and topics identified through a needs assessment process.

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

Executive Director of Curriculum and Professional Development

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

Continuous Quality Improvement (CQI) team reviews coaching time, tasks, and impact data quarterly.

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

Literacy specialists meet with the Executive Director of Curriculum and Professional Development on a bi-weekly basis. If there are concerns regarding how their time is being utilized in a school, the situation will be addressed directly with the Assistant Principal and Principal by the Executive Director.

## 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	3-12	Summative	Vocabulary, Comprehension	Annually
NWEA MAP	K-12	Screeners, Progress Monitoring, Summative	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Independent Reading Level Assessment (IRLA)	K-12	Screeners, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Achieve 3000	3-12	Progress Monitoring	Vocabulary, Comprehension	3 x A Year
Fox in a Box	K-2	Screeners, Diagnostic	Phonological Awareness, Phonics	Annually
1200 High Frequency Word List	K-6	Diagnostic	Vocabulary	Quarterly
DIBELS	K-1	Screeners	Fluency	Quarterly
Patterns for Braille Instruction	K-3 (Blind Department)	Progress Monitoring, Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	Quarterly
Signed/Spoken/ Silent Reading Fluency (S3RF)	2-9	Screeners, Diagnostic	Fluency	Quarterly
ASL Comprehension Assessment	K-12 Deaf Department	Screeners, Diagnostic	Oral Language, Comprehension	3 x A Year
Classroom formative assessment	K-12	Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month

### District-Level Monitoring - Part B

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

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

Executive Director of Curriculum and Professional Development

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

Process for selection of instructional materials with rubrics, Assistant Principals review lesson plans, classroom walkthroughs, Literacy Specialists coaching and conferencing with teachers on a regular basis.

Instructional Materials:

- Savvas MyView (Evidence Explained: [https://assets.savvas.com/asset\\_mgr/current/202038/Grants-myView-Evidence-Flyer.pdf?\\_ga=2.266549000.789985080.1628879529-96749450.1628879529](https://assets.savvas.com/asset_mgr/current/202038/Grants-myView-Evidence-Flyer.pdf?_ga=2.266549000.789985080.1628879529-96749450.1628879529))
- American Reading Company IRLA Reading Taxonomy (Evidence Explained:

<https://www.americanreading.com/research-and-results/research/>)

-Achieve 3000 elementary (<https://www.evidenceforessa.org/programs/reading/achieve3000-elementary>)

-Achieve 3000 secondary (<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>)

-Benchmark Advanced (<https://benchmarkadvance.com/research.html>)

-HMH Into Literature Florida ([https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF700067\\_ESSA\\_Evidence\\_Overview\\_IntoLit-1.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20210813%2Fus-east-1%2Fs3%2Faws4\\_request&X-Amz-Date=20210813T183900Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=cb326937e43db3f366287f6b893d6f2a170afd4a427978c6bd82e0cdce6c4b55](https://prod-hmhco-vmg-craftcms-private.s3.amazonaws.com/documents/WF700067_ESSA_Evidence_Overview_IntoLit-1.pdf?X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Credential=AKIAJMFIFLXXFP4CBPDA%2F20210813%2Fus-east-1%2Fs3%2Faws4_request&X-Amz-Date=20210813T183900Z&X-Amz-SignedHeaders=host&X-Amz-Expires=3600&X-Amz-Signature=cb326937e43db3f366287f6b893d6f2a170afd4a427978c6bd82e0cdce6c4b55))

-Savvas MyPerspectives Florida (Evidence Explained: [https://assets.savvas.com/asset\\_mgr/current/202038/G\\_FFly\\_581J083-ESSA-](https://assets.savvas.com/asset_mgr/current/202038/G_FFly_581J083-ESSA-myperspectives.pdf?_ga=2.174863140.789985080.1628879529-96749450.1628879529)

[myperspectives.pdf?\\_ga=2.174863140.789985080.1628879529-96749450.1628879529](https://assets.savvas.com/asset_mgr/current/202038/G_FFly_581J083-ESSA-myperspectives.pdf?_ga=2.174863140.789985080.1628879529-96749450.1628879529))

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

Assistant Principals will review teachers' lesson plan, Literacy Specialists participate in data professional learning communities with the teachers, and IEP progress monitoring. In the classroom, formative assessment data is used to conference with students on their strengths and areas of need and to provide intervention.

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

Literacy specialists work with all content area teachers to ensure literacy instruction is incorporated. AP review lesson plans and classroom walkthroughs. Professional development opportunities are available and offered to all content area teachers Books were purchased and distributed from the B.E.S.T Standards book list.

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

The Assistant Principal of each individual school meets directly with classroom teachers to address any concerns regarding the implementation of the reading plan and if needs of students are not being met.

## **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.**

In the spring of each school year, the district will conduct a comprehensive review and needs assessment with each school in order to evaluate the implementation of the K-12 Reading plan. Assistant Principal, literacy specialists, classroom teachers, and support staff will be included in this

review. The results of this review will be used to identify areas of opportunities. The plan will then be revised, and training will be given at the start of the new year to ensure successful implementation.

**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?

Assistant Principals function as building principals. The Assistant Principals will report and share documentation with their Principal. The Principals will bring the information quarterly to the Continuous Quality Improvement (CQI) team.

#### Who at the district level supports effective implementation?

Principals and Executive Director of Curriculum and Professional Development

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

The Principals of each department meets directly with Assistant Principals of the individual schools to address any concerns regarding the implementation of the reading plan and if needs of students are not being met.

### Weekly reading walkthroughs - Part B

#### What process is in place to ensure effective implementation?

Assistant Principals function as building principals. The Assistant Principals will report and share documentation with their Principal. The Assistant Principals will use a Literacy Look For checklist. The Literacy Look For checklist consist of a pre-conference with the teachers, the look for, and a post conference with the teachers. Assistant Principals will receive professional development on content and the Literacy Look For checklist. The Principals will bring the information quarterly to the Continuous Quality Improvement (CQI) team.

#### Who at the district level supports effective implementation?

Principals and Executive Director of Curriculum and Professional Development

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

The Principals of each department meets directly with Assistant Principals of the individual schools to address any concerns regarding the implementation of the reading plan and weekly reading walkthroughs are documented.

### Use of data to determine interventions - Part C

#### What process is in place to ensure effective implementation?

Assistant Principals will review teachers' lesson plan, Literacy Specialists participate in data professional learning communities with the teachers, and IEP progress monitoring. In the classroom, formative and summative assessment data and teacher observations is used to differentiate instruction and to provide intervention.

**Who at the district level supports effective implementation?**

Principals and Executive Director of Curriculum and Professional Development

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

The Principals of each department meets directly with Assistant Principals of the individual schools to address any concerns regarding the implementation of the reading plan and if needs of students are not being met.

## 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.**

FSDB 3rd Grade Summer Reading Camp uses the following instructional materials:

- Foundational Skills Toolkit (Studies in progress)
- Elements of Reading Fluency Kits
- Signed Reading Fluency (Since deafness is a low incidence disability, it is difficult to get sample sizes large enough for an ESSA score. However, research has shown the use of Signed Reading Fluency as an effective approach <https://academic.oup.com/jdsde/article/13/1/37/498837>)
- RH Discovery (Promising Evidence <https://www.readinghorizons.com/reading-method/reading-research/essa-documentation>)
- Independent Level Reading Assessment and High Frequency Word List (Promising Evidence [https://repository.upenn.edu/cgi/viewcontent.cgi?article=1088&context=cpre\\_policybriefs](https://repository.upenn.edu/cgi/viewcontent.cgi?article=1088&context=cpre_policybriefs) )
- Achieve3000 (Promising Evidence <https://www.achieve3000.com/why-achieve3000/proven-academic-results/#:~:text=Efficacy%20Research&text=Evidence%20for%20ESSA%20recognized%20Achieve3000,positive%20effect%20size%20of%20%2B0.29>)
- Leveled libraries for independent reading,
- Learning A-Z (ESSA Proven Results <https://www.learninga-z.com/site/resources/research-and-efficacy?product=4171>)

All teachers are highly effective, reading endorsed and supported by qualified instructional assistants.

**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.**

N/A

**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.)**

3

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

14

**Students who score Level 1 in grades 4-5**

30

**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.)**

60%

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

58%

**Students who score Level 1 in grades 4-5**

69%

## 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.**

Parents of students who have been identified with a substantial deficiency in reading are notified via a letter that outlines student scores, strengths, weaknesses, current services and how families can help. Families are given the handout “5 Ways to Grow Literacy for (D/HH or B/VI) Students” and asked to support the 100 Book Challenge reading at home program. During IEP meetings, parents are informed about how to support reading at home and given an opportunity to share their priority concerns. The following programs are shared with parents as resources for reading at home:

- 100 Book Challenge (independent reading logs and incentives)
- Leveled Readers for home use
- Achieve3000 (differentiated online reading program focused on informational text)
- Sora (ebooks and audiobooks 24/7/365)
- Just Read, Families! website (ideas, resources, tips, and recommendations)
- Bookshare and Reading Ally (Blind Dept.)
- Reading is Fun (RIF) books to build home library collections
- Suggested apps for D/HH and B/VI students

### **Who at the district is responsible for monitoring this requirement?**

FSDB Continuous Quality Improvement (CQI) team (FSDB President, Administrator of Instructional Services, Administrator of Outreach and Technology, School Principals, and Executive Director of Curriculum and Professional Development.)

## 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?

In the Elementary school (K-5), the school scheduled uninterrupted block of at least 90 minutes daily to all students, teacher observations and classroom walkthroughs to identify the evidence-based sequence of, and lesson plans that show whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual students needs.

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

FSDB Continuous Quality Improvement (CQI) team (FSDB President, Administrator of Instructional Services, Administrator of Outreach and Technology, School Principals, and Executive Director of Curriculum and Professional Development.)

**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 instructional materials (listed below) and the books from the B.E.S.T Standards book list will provide content in social studies, science, and the arts. Books from the B.E.S.T standards book list were purchased and distributed into the classrooms. The district will support and monitor through school scheduling, teacher observations, classroom walkthroughs, and lesson plans

Instructional Materials:

- Savvas MyView (Evidence Explained: [https://assets.savvas.com/asset\\_mgr/current/202038/Grants-myView-Evidence-Flyer.pdf?\\_ga=2.266549000.789985080.1628879529-96749450.1628879529](https://assets.savvas.com/asset_mgr/current/202038/Grants-myView-Evidence-Flyer.pdf?_ga=2.266549000.789985080.1628879529-96749450.1628879529))
- American Reading Company IRLA Reading Taxonomy (Evidence Explained: <https://www.americanreading.com/research-and-results/research/>)
- Achieve 3000 elementary (<https://www.evidenceforessa.org/programs/reading/achieve3000-elementary>)

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

FSDB Continuous Quality Improvement (CQI) team (FSDB President, Administrator of Instructional Services, Administrator of Outreach and Technology, School Principals, and Executive Director of Curriculum and Professional Development.)

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

#### How does the district support and monitor implementation?

Teachers will use the decision tree, assessment tree, and the students' Individualized Education Plan to provide small group differentiated instruction in order to meet individual student needs. The district

supports and monitors implementation through school scheduling, teacher observations, classroom walkthroughs, and lesson plans

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

FSDB Continuous Quality Improvement (CQI) team (FSDB President, Administrator of Instructional Services, Administrator of Outreach and Technology, School Principals, and Executive Director of Curriculum and Professional Development.)

**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.**

FSDB is a 100% Exceptional Student Education program. FSDB is implementing new core and intervention curricula aligned to the BEST K-12 ELA Standards and provide professional development for effective planning and delivery to support our students who are deaf/hard of hearing, blind/visually impaired, and English Language Learners. FSDB continues to utilize our robust assessment practices to drive classroom instruction, guide school improvement, and promote student achievement. FSDB teachers, specialists and administrators focus on the 6 components of reading, 4 types of classroom assessments, and groupings based on the Tiered System defined in the decision tree to provide aligned K-12 reading instruction.

**How does the district support and monitor implementation?**

Monthly Professional Learning Communities (PLCs), coaching cycles, lesson plans, classroom walkthroughs, weekly MTSS meetings, and observations

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



FSDB Continuous Quality Improvement (CQI) team (FSDB President, Administrator of Instructional Services, Administrator of Outreach and Technology, School Principals, and Executive Director of Curriculum and Professional Development.)

**Assessment/Curriculum Decision Trees - Part C**

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

The Decision Trees must contain the following information:

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

**Upload Decision Tree File in PDF format**

The following documents were submitted as evidence for this section:

2021-2022_FSDB_Decision_Tree.pdf
<i>FSDB 2021-2022 Decision Tree</i>
<a href="#">Document Link</a>

## 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.**

FSDB uses the process of Multi-Tiered System of Supports (MTSS) for identifying students with a substantial deficiency in reading based on the criteria. As defined in the Decision Tree attached, students are identified on the Tiered System based on the assessment scores. The assessment scores support identifying students with a substantial deficiency in reading based on the criteria above and reflected in the Decision Tree. Each student who does not meet specific levels of performance in reading as identified through district assessment, student performance in the classroom, and state assessments shall be provided with additional diagnostic instruments to determine the nature of the student's difficulty and areas of academic need.

### 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