



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	Hunt, Patricia Literacy Manager phunt@flvs.net 239-826-7564
Elementary English Language Arts (ELA)	Santana, Katie Director of Full Time Instruction ksantana@flvs.net 407-734-3910
Reading Endorsement	Hunt, Patricia Literacy Manager phunt@flvs.net 239-826-7564
Data Element	Gagne, Elizabeth Full Time School Operations Administrator egagne@flvs.net 941-322-7217
Assessment	Parker, Alicia Sr. Manager - Analysis, Assessment, & Accountability alparker@flvs.net 386-847-5032
Professional Development	Hunt, Patricia Literacy Manager phunt@flvs.net 239-826-7564
Summer Reading Camp	Foster, Ryan Full Time Elementary Assistant Principal rfoster@flvs.net 863-825-5262
Third Grade Promotion	Foster, Ryan Full Time Elementary Assistant Principal rfoster@flvs.net 863-825-5262
Elementary English Language Arts (ELA)	Rizzo, Richard Director of FLEX Elementary and Literacy rrizzo@flvs.net 407-734-3910
Reading Curriculum	Harris, Taylor Curriculum Specialist ELA taharris@flvs.net 407-756-4171
Reading Curriculum	Messer, Amanda Curriculum Manager ELA amesser@flvs.net 304-972-6569
Data Element	Ogletree, Jill Certification Specialist jogletree@flvs.net 321-297-3921
Secondary ELA	Santana, Katie Director of Full-time Instruction ksantana@flvs.net 954-899-2259

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 reading plan is shared with all stakeholders by the Literacy Manager with district and school-level leadership to be distributed across their teams. The plan can also be found on our internal literacy, FLVS website, and the Just Read! website that is accessible to all stakeholders including families and community members. Additionally, the plan will be shared at our School Advisory Council meetings at each school and our Literacy Leadership Teams.

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 97%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 98%

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

- 1) FLVS offers information sessions for incoming Kindergarten families called Kinder Round-up. Parents are provided with information regarding the transition into Kindergarten and how to help their children be ready to begin school including early literacy resources.
- 2) During the summer FLVS conducts Summer screening sessions in which Kindergarten students are screened to determine their readiness level prior to the start of school. Parents are provided with information regarding the transition into Kindergarten and how to help their children be ready to begin school including literacy resources.

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	9	19	35	27	9	7	17	37	29	9
4	8	20	28	35	9	6	18	30	37	9
5	8	21	26	30	15	6	19	28	32	15
6	5	17	25	35	18	3	15	27	37	18
7	7	19	28	30	17	5	17	30	32	17
8	8	16	28	28	20	6	14	30	30	20
9	10	19	25	32	14	8	17	27	34	14
10	7	22	29	31	12	5	20	31	33	12

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%).

Kindergarten - Decrease in the percentage of students scoring in the Red zone on the Dibels Phoneme Segmentation assessment five percentage points from 52% to 47%.

Kindergarten - Decrease in the percentage of students scoring in the Red zone on Dibels Non-sense Word Fluency-Correct Letter Sounds assessment by five points from 38% to 27%

1st grade - Increase the percentage of students currently scoring at or above grade level on the i-Ready Reading Diagnostic by five percentage points this year from 80% to 85% (numbers based on Winter i-Ready in End of Year View).

2nd grade - Increase the percentage of students currently scoring at or above grade level on the i-Ready Reading Diagnostic by five percentage points this year, from 61% to 66% (numbers based on Winter i-Ready in End of Year View).

District Budget for Research-Based Reading Instructions Allocation

Budget

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

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

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

The district is prioritizing K-3 students with substantial reading deficiencies in several ways. We are utilizing funds to purchase screening, diagnostic, and progress monitoring resources, supplemental intervention resources, professional development in the Science of Reading, and the six areas of reading instruction including supporting students with substantial reading difficulties and dyslexia. We are providing all reading endorsement competencies opportunities for teachers with prioritization K-3 teachers. We have dedicated elementary literacy coaches for K-3. Finally, we are funding Summer Reading Camp and inviting K-2 students to those demonstrating a need for remediation and continuing summer support. It should be noted that in some areas where FTE is indicated, it may not encompass the entire amount allocated.

School Literacy Leadership Teams

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

This information is shared by the Literacy Manager with school principals through administration meetings, emails, and regular meetings with school literacy coaches.

The administrative team will participate in a literacy training and planning event in which they will learn more about Literacy Leadership Teams and develop their school plans.

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

Patricia Hunt – Literacy Manager

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

Patricia Hunt – Literacy Manager

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.

- Teachers will be provided training throughout the year on the six areas of reading, plus writing, and multisensory instruction throughout the year. Each month multisensory strategies are introduced through district professional development with follow-up implementation support from a dedicated grade-level literacy coach. Professional Development in The Science of Reading will be provided throughout the year with targeted instructional implications at each grade level.

- Professional development on-demand is available for teachers depending on their specific individual needs. Principals conduct monthly walkthrough conversations with teachers in which classroom data is reviewed. Principals may recommend specific professional development from the on-demand catalog to help teachers meet their professional goals. Literacy coaches are also available to provide one-on-one coaching to teachers with their specific needs.

- FVLS has grade-level lead teachers that act as mentor teachers. Lead teachers go through an application and interview process. Their experience with delivering professional development to peers, their student data, and their recent teacher evaluations are all considered during the hiring process. Literacy coaches work with teachers to provide model classroom opportunities. This may occur with literacy coaches providing model lessons, teachers modeling live for other teachers, or through live lesson recordings.

- All teachers work together weekly PLCs or as a school. During school meetings, teachers receive professional development on curriculum updates, data analysis, and school-wide literacy initiatives. In PLCs, teachers identify measurable data to be collected and then engage in professional development to support their data collection, analysis, and results. This occurs through book studies, literacy coach training, or personal/team research.

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?

Any professional development requirements will be shared directly with principals and their supporting directors by the Literacy Manager through meetings and email.

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

The Literacy Manager works with the Directors of Instruction, the Professional Learning Manager, and the Certification Specialist to ensure that teachers are being provided all required professional development to ensure compliance for statutes, recertification, and teachers' Professional Learning Plans.

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.

FLVS has five literacy coaches. We have assigned three coaches to our Full-time Elementary School. FLVS is focusing on providing targeted support to K-3 teachers and students, especially to students reading substantially below grade level. For this reason, we have aligned the preponderance of support in our elementary program. FLVS Full-time Middle School and High School will each have a dedicated literacy coach.

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 Literacy Manager shares the literacy coach requirements with the principals through meetings and email. Our Literacy Coach job description is also posted on our district's internal site.

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?

Literacy Coaches meet weekly as a team and bi-weekly one-on-one with the Literacy Manager to discuss their work in schools. School-level administration work with the teaching staff to ensure coaches are working within their roles. The coaches meet regularly with the school-based administration teams to determine schoolhouse needs.

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

Literacy Manager - Patricia Hunt; School-based principals

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

The literacy coaches track their time and activity in a Google Sheet. The Literacy Manager reviews the data bi-weekly and discusses coaching data with the coaches during Monthly Walkthrough conversations. Principals have access to the Google Sheets and use them to guide discussions with the literacy coaches.

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

- 1) Data is reviewed with coaches during Monthly Walkthrough meetings.
- 2) Areas for growth are identified and analyzed.
- 3) Ideas for change are identified by the coach and manager.
- 4) New goals and implementation plans are developed by the coach.
- 5) Plan is implemented. The plan is evaluated and goals are revised or rewritten during the next month.

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	Kindergarten	Screener	Phonological Awareness, Phonics, Vocabulary	Annually
DIBELS	K-5	Screener, Progress Monitoring	Phonological Awareness, Phonics, Fluency	Quarterly
FSA	3-12	Summative	Comprehension	Annually
i-Ready	K-12 (K-5 all students) (6-8 Tier 2 students) (9-10 all students, 11-12 Tier 2)	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Achieve 3000	9-12 Tier 2 Students	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Monthly
Oral Reading Fluency (ORF)	6-12 Tier 2 & 3 Students	Screener, Progress Monitoring	Fluency	Quarterly
District Developed Assessment	K-12	Formative Assessment, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
Rewards Unit Assessments	6-8 Tier 3 Students	Progress Monitoring	Fluency, Comprehension	Monthly

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 Literacy Manager meets with the Directors of Instruction and the school administration to discuss the plan implementation through small group meetings.

School administration meets regularly with the Directors of Instruction to discuss data, student progress, and the need for specific goals within the school.

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

The Literacy Manager reviews all program requests from the schools and works in collaboration with the schools and the research team to determine whether a program is evidence-based. Please see the decision tree for documentation of evidence-based programs utilized.

The literacy team provides professional development to teachers in explicit, systematic instruction, the science of reading, and evidence-based strategies. Follow-up is provided by the literacy coaches. Implementation data with the identified by school administration during classroom walkthroughs and feedback is provided to the Literacy Manager.

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

The school-based administrators conduct regular classroom walkthroughs, review the student data dashboard (baseball card datasheet), and engage in data chats with teachers, intervention personnel, and literacy coaches. FLVS maintains a data spreadsheet also known as the baseball card. This spreadsheet is a dashboard that includes all student assessment data for ease of analysis. If there is a specific problem noted, principals will address it immediately with a one-on-one consultation. If there is a grade level or content issue the problem will be discussed during the group-specific meetings. If there is a school-wide problem, it will be discussed during schoolhouse/faculty meetings.

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

The district's Literacy Team conducts monthly Strategy in Action sessions in which evidence-based instructional strategies and methodologies are presented. There are content examples provided for each session and content-specific follow-up open office hours in which Literacy Coaches and Literacy Specialists are available to work directly with content-area teachers.

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

If the concern is at the teacher level, it is addressed individually with the teacher and their immediate supervisor. If the concern is at the grade level or content area, it will be addressed at the weekly grade level or content meetings by the immediate supervisor. If the concern is at the school level, the principal will address it at a schoolhouse meeting. Depending on the topic of concern, the Directors of Instruction, Curriculum Managers, or Literacy Manager may also be included.

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.

- 1) The district will create a goal for each section of the reading plan implementation that includes leadership, assessment, curriculum, instruction, intervention, professional development, and family engagement.
- 2) The Literacy Manager will survey literacy coaches, teachers, school, and district administrators to gain feedback on annual progress towards goals.
- 3) Based on the feedback and district data, the district and school administration teams will identify future needs and plan for improvement in the 22-23 school 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?

Reading plan data and implementation is reviewed by the school administration during a weekly meeting.

The principal reports data trends, successes, and concerns to the supervising director on a consistent basis.

Who at the district level supports effective implementation?

Katie Santana, Director of Instruction Full Time Instruction

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

FTES - School reading data is reviewed by the administration and trends are identified. The findings are discussed during classroom walkthroughs and data chats. Principals meet with the intervention teachers to discuss data bi-weekly and adjustments to planning and instruction are made accordingly.

FTMS – School reading data is reviewed by the administration and trends are identified. The findings are discussed during classroom walkthroughs and data chats. The Assistant Principal that supervises the intervention teachers meets monthly with the intervention team. adjustments to planning and instruction are made accordingly.

FTHS - School reading data is reviewed by the administration and trends are identified. The findings are discussed during classroom walkthroughs and data chats. The data is reviewed by the intervention team and utilized to inform instruction and needed supports.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Data is collected weekly by teachers to be included in the Homeroom Student Progress Monitoring Report, (HRSPR).

School administration will share data via weekly updates, faculty meetings, department meetings, team meetings, & one-on-one calls. Teachers are required to sign up for walkthrough meetings with their supervising administrator.

Who at the district level supports effective implementation?

Katie Santana, Director of Instruction Full Time Instruction

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

Data is reviewed in reading leadership meetings, administrative team meetings, and regular school-wide data reviews.

Student progress and classroom instruction are discussed during every classroom walkthrough meeting.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

The Full-time Elementary/Middle Intervention Team meets weekly to discuss student data.

The Full-time Elementary/Middle Student Success Team meets weekly to discuss specific at-risk students' needs.

Full-time High – The School Success Team meets regularly to problem solve and to discuss student concerns. Asst. Principals engage in ongoing data chats with teachers for school-wide data analysis.

Who at the district level supports effective implementation?

Katie Santana, Director of Instruction Full-time Instruction

Dr. Alicia Parker, Sr. Manager, Evaluation & Measurement

Patricia Hunt, Literacy Manager

Jaimi Gruler, Senior Manager of Elementary Curriculum Development

ESE Manager, 504 Coordinators, Mental Health Counselor, and School Psychologist provide support as needed.

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

All decisions involving intervention programs or additional staffing support are discussed with the leadership team and Director of Instruction, with input as needed from Evaluation and Measurement, Literacy, and Curriculum Department personnel.

Data review includes a review of student progress monitoring data, School Improvement Plan goals, and Student Achievement Measures (SAM). Data is discussed in reading leadership meetings, administrative team meetings, and regular school-wide data review chats.

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.

FLVS Full Time Elementary Summer Reading Camp teachers will provide evidence-based, explicit, systematic, reading instruction using teacher-created lessons designed using STARS and CARS and the iReady Toolbox. Additionally, students will be working independently in iReady. Summer Reading Camp will run four weeks, Monday through Thursday, June 5 – 28, 2021 for 2 hours each day.

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.

FLVS will be offering this option to 2-5 grade students depending on the number of 3rd-grade students that need to attend. FLVS Full Time Elementary Summer Reading Camp teachers will provide evidence-based, explicit, systematic, reading instruction using teacher-created lessons designed using STARS and CARS and the iReady Toolbox. Additionally, students will be working independently in iReady. Summer Reading Camp will run four weeks, Monday through Thursday, June 5-28 for two hours per day.

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.)

14

Students who demonstrate a reading deficiency in grades K-2

106

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.)

3%

Students who demonstrate a reading deficiency in grades K-2

16%

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.

The literacy coaches work with the intervention team to review student data and movement across tiers of intervention. Parents and guardians of students with substantial reading deficiencies are provided their students' progress monitoring data along with activity suggestions in each of the six areas of reading. The literacy coaches retrieve the data from the student baseball data cards and the supplemental program dashboards. The disbursement of plans is documented by the literacy coaches through a Google Sheet. This Google Sheet is accessible by the district administration, school administration, intervention, ESE and ELL staff. Students receiving Tier 3 interventions receive digital copies of books from the Fountas & Pinnell Leveled Literacy Intervention (LLI) kits at their "just right" level from the intervention teachers to practice at night with their families during their independent reading time.

Who at the district is responsible for monitoring this requirement?

Patricia Hunt, Literacy Manager
School-based principals

Assessment, Curriculum, and Instruction

Requirements - Part A

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

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

How does the district support and monitor implementation?

The Director of Instruction, Literacy Manager, and the Senior Manager of Elementary Curriculum meet with the school principal to discuss any curriculum needs, professional development needs, and resources needed.

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

Katie Santana, Director of Instruction-Full Time Instruction
 Patricia Hunt, Literacy Manager
 Rick Rizzo, Director of Literacy
 Jaimi Gruler, Senior Manager of Elementary Curriculum 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 curriculum department designs our Core ELA courses with wide reading opportunities that support students' background knowledge and literacy skills across disciplines. The Senior Manager of Elementary Curriculum Development meets monthly with the school and district administration teams to discuss updates, changes, and needs.

The District Literacy Team provides training and coaching on how to implement wide-reading into class time live lessons to support cross-disciplinary connections. The Literacy Manager monitors this implementation. Principals conduct classroom walkthroughs and data chats to ensure implementation.

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

Katie Santana, Director of Instruction-Full Time Instruction
 Patricia Hunt, Literacy Manager
 Rick Rizzo, Director of Literacy
 Jaimi Gruler, Senior Manager of Elementary Curriculum Development
 School Principals

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

How does the district support and monitor implementation?

The principals review classroom walkthrough data with the assistant principals, Rtl Specialists, literacy coaches, and the Director of Instruction. The district supports implementation by providing supplemental resources, literacy coach support, professional development as needed, and data analysis.

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

Katie Santana, Director of Instruction-Full Time Instruction

Patricia Hunt, Literacy Manager

Rick Rizzo, Director of Literacy

Jaimi Gruler, Senior Manager of Elementary Curriculum Development

School Principals

RtI Specialists

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.

District administration in conjunction with teams in the three Full-time schools and the Exceptional Student Education and English language learners departments have developed a plan to support students with Florida's Revised Formula for Success. The school Decision Trees that accompany this plan, which include the cut scores and a detailed description of how students move fluidly through the tiers of support depending on need. Additionally, the district supports the schools by ensuring that there are adequate highly qualified teachers to deliver intervention instruction, literacy coaches to support the teachers during all tiers of instruction, providing supplemental instructional materials and targeted professional development in Universal Design for Learning, multisensory instruction, and the explicit and systematic delivery of reading instruction.

How does the district support and monitor implementation?

The Directors of Instruction meet weekly with school-based administration to review student and teacher data, school processes, and discuss successes and challenges. All decisions involving intervention programs are discussed with the Directors of Instruction, with input as needed from RtI Specialists,

Evaluation and Measurement, Literacy, Exceptional Student Education, ELL Specialists, and Curriculum Department personnel.

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

Katie Santana, Director of Instruction Full Time Instruction

Patricia Hunt, Literacy Manager

Rick Rizzo, Director of Literacy

Jaimi Gruler, Senior Manager of Elementary Curriculum Development

Nikki Callaghan, District ESE Director

School Principals

RtI Specialists

ELL Specialists

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:

FLVS_DT1_K-5_21-22_Final.pdf
<i>Decision Tree 1</i>
Document Link
FLVS_DT2_6-8_21-22_Final.pdf
<i>Decision Tree 2</i>
Document Link
FLVS_DT3_21-22_Final.pdf
<i>Decision Tree 3</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.

FLVS utilizes standardized assessment data along with screening/diagnostic data to make classroom and tiered intervention support decisions. School-based administrators and their intervention teams review students' incoming data. Then they follow the appropriate grade level Decision Tree to determine whether students need additional testing, either due to lack of data or data that indicates a student may have additional support needs. If a student is identified as needing additional testing, the results are further reviewed to determine the need for continued drilling down. There are Student Success Teams at all school levels. These teams include a wide variety of professionals such as administrators, teachers, RtI Specialists, ESE, ESOL, and literacy coaches that assist in identifying and providing support to students with substantial reading deficiencies. We have purchased additional screening/diagnostic testing items this year to support this effort.

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 as we are not in the lowest 300

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 as we are not in the lowest 300

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 as we are not in the lowest 300