



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	Swain, Genleah Elementary Principal genleah.swain@famu.edu (850) 412-5842
Elementary English Language Arts (ELA)	Bernales, Cami Elementary Curriculum Administrator cami.bernales@famu.edu (850) 561-2918
Secondary ELA	Barnes, Zellee Secondary Curriculum Administrator zellee.barnes@famu.edu 850.412.5889
Main District Reading Contact	West, Patricia Assistant Superintendent patricia.west@famu.edu 850.412.5930
Reading Endorsement	West, Patricia Assistant Superintendent patricia.west@famu.edu 850.412.5822
Reading Curriculum	Barnes, Zellee Secondary Curriculum Administrator zellee.barnes@famu.edu 850.412.5889
Professional Development	West, Patricia Assistant Superintendent patricia.west@famu.edu 850.412.5822
Assessment	Claitt, Raquista Data, Assessment, and Accountability Coordinator raquista.claitt@famu.edu 850.412.5873
Data Element	Claitt, Raquista Data, Assessment, and Accountability Coordinator raquista.claitt@famu.edu 850.412.5873
Summer Reading Camp	Swain, Genleah Elementary Principal genleah.swain@famu.edu 850.412.5842
Third Grade Promotion	Swain, Genleah Elementary Principal genleah.swain@famu.edu 850.412.5842
300 Lowest-Performing Elementary Schools	West, Patricia Assistant Superintendent patricia.west@famu.edu 850.412.5822

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 FAMU DRS Comprehensive Evidence-Based Reading Plan will be communicated to all stakeholders by posting on the FAMU DRS School Website, faculty meetings, and also through written communication to teachers and staff. School Administrators will receive the document via email and the contents of the plan will be reviewed and discussed in administrative leadership team meetings. Time will be allotted during pre-planning days, data chats, and PLC days to communicate elements of the Comprehensive Evidence-Based Reading Plan to teachers and coaches.

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 74%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 80%

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

FAMU DRS does not pre-kindergarten classes. However, FAMU DRS will partner with local feeder preschools and pre-kindergarten programs to provide resources and information about kindergarten skills students need to have to be prepared to enter kindergarten with a high readiness level.

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	20	30	27	20	3	15	20	50	10	5
4	23	23	40	10	4	15	20	50	10	5
5	20	46	29	6	0	15	25	45	10	5
6	14	34	25	22	6	15	20	50	10	5
7	19	38	21	15	8	15	30	45	5	5
8	26	33	28	10	3	10	30	45	10	5
9	21	32	29	13	5	15	30	40	15	5
10	8	41	29	18	4	20	25	40	10	5

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%).

GOAL 1: For each grade level in K-2, increase the average percentage of students currently scoring at proficiency on NWEA by 10% this year.

GOAL 2: For each grade level in 3-5, increase the average percentage of students currently scoring at proficiency on NWEA by 20% this year.

GOAL 3: For each grade level in 6-8, increase the average percentage of students currently scoring at proficiency on NWEA by 20% this year.

GOAL 4: For each grade level in 9-12, increase the average percentage of students currently scoring at proficiency on NWEA by 20% this year.

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 the use of its Research-Based Reading Instruction Allocation funds by applying more funding to supplemental materials needed for interventions for those students and providing the summer reading and intervention camps for K-3 students.

School Literacy Leadership Teams

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

The School Literacy Leadership Team requirement will be communicated to principals during the regularly scheduled administrative leadership team meeting. The requirement will also be communicated in writing to all members of the school literacy leadership team.

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

The roster of the School Literacy Leadership Team is communicated to the District Superintendent and District Assistant Superintendent.

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

Patricia West, Assistant Superintendent is responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance.

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.

Faculty and staff will participate in ongoing and continuous reading professional development provided by the district and schools. The reading professional development will focus on the implementation of specific instructional strategies that increase reading proficiency and address reading deficiencies of students. The professional development will include Teacher PLCs, webinars and workshops delivered by curriculum providers, FL Department of Education, reading coaches, PAEC, etc.

Teachers' professional development will be differentiated and intensified based on instructional observations and walkthroughs conducted by school leaders. Based on the data, teachers will be grouped according to their growth and challenge areas. Corresponding reading professional development will be provided based on the pedagogical needs of teachers.

Teachers will meet weekly with grade level and department groups to discuss the implementation of effective instructional reading strategies and assess the level of response and improvement of students.

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?

Professional Development requirements are communicated to principals in administrative leadership team meetings as well as email communication which includes specific references and documentation of the requirements.

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

Patricia West, Assistant Superintendent, is responsible for supporting and monitoring the professional development requirements and ensuring compliance.

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.

FSA ELA-Reading data, reported class subject grades, as well as the school's NWEA data from the previous school year was disaggregated, analyzed, and interpreted within data discussions amongst school and district leadership. Grade levels with less than 50% percent proficiency on FSA, or less than 50% of the students are at the 21st percentile or higher on NWEA, are identified as the grade levels with the greatest need. The school (elementary, middle, or high) with the most grade levels in these categories is determined to have the greatest need.

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?

Literacy Coach requirements are communicated to principals in administrative leadership team meetings as well as email communication which includes specific references and documentation of the requirements. Principals are also provided with the Just Read, Florida! website information as a resource tool.

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?

The district is supporting coaches with prioritizing high impact activities by ensuring that literacy coaches are provided with the necessary time to focus on the duties and responsibilities of the literacy coach. The district is also communicating with school principals regarding the time requirement of literacy coaches to work on high impact activities. School principals must support and monitor coaching time and tasks using coaching logs and regular meetings with literacy coaches.

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

School principals are supporting and monitoring coach time and tasks.

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

Coaching time, tasks, and impact data will be reported and reviewed by the district monthly.

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

Literacy coaches along with school and district leadership analyze school progress monitoring data (NWEA) to determine specific areas of deficiency. Based on data analysis of progress monitoring data and teacher observation data, action plans are created to address the specific areas of needs and determine coaching schedules, assignments, and support cycles.

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?
NWEA MAP	The assessment is administered to all students in grades K-12.	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
i-Ready	This assessment is administered to students in grades K-10.	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
STAR Reading	STAR Reading is administered to students in grades 1-5.	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly, 3 x A Year
STAR Early Literacy	This assessment is administered to students in K-1.	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly, 3 x A Year

District-Level Monitoring - Part B

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

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

Patricia West, the Assistant Superintendent is responsible for providing plan implementation oversight, support, and follow-up.

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

All curriculum and instructional materials used to provide reading instruction are reviewed and vetted to ensure that they meet all requirements related to evidence-based literacy instruction. School principals are responsible for providing accountability and support to teachers to make certain that systematic and explicit literacy instruction is evident in classrooms. Accountability includes observations and consistent feedback and coaching support.

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

Bi-weekly data chats are conducted by school principals (with teachers and coaches) and also by district leadership (with school principals and leaders). School principals have data conversations with teachers to discuss progress monitoring results and how to respond instructionally in differentiation of instruction.

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 is ensuring that more emphasis is placed on teacher PLCs where collaboration and unit planning take place to support the integration of literacy across content areas. Professional development and coaching on the integration of literacy across content areas will also be provided to content area teachers.

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

Concerns are communicated in faculty meetings, leadership team meetings, grade level team meetings, and data chats. A problem-solving approach is utilized to determine challenges experienced with implementation of the plan; collaboration amongst teachers and school leaders takes place in order to devise ways to overcome the challenges and meet the needs of all students.

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.

District and school leadership teams (includes literacy coaches and administrators) will meet annually to discuss each element of the plan and determine the effectiveness of the plan's implementation based on the current year's student achievement data. Input from teachers will be obtained in faculty meetings and data chats.

In each of these meetings, discussions will take place on which strategies proved to be effective and which strategies did not produce the desired outcomes for students. Based on feedback and meeting discussions, teams will work collaboratively to identify ways in which to address the elements and strategies that are in need of improvement.

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:

FAMU_District_Self-Reflection_Tool_2021-2022.pdf
<i>FAMU DRS 2021-2022 District CERP Self-Reflection Tool</i>
Document Link

School-Level Monitoring of Plan Implementation

School-level implementation - Part A

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

What process is in place to ensure effective implementation?

School principals conduct weekly classroom walkthroughs to observe the implementation of the reading plan elements and appropriate interventions to meet the needs of students. Feedback meetings are scheduled with teachers to provide feedback and support on elements that are observed to be weak in implementation.

School principals monitor collection and utilization of assessment data by conducting bi-weekly data chats with grade level teams and departments, along with literacy coaches. Data conversations address how teachers are adjusting instruction and providing appropriate interventions to meet the needs of learners based on data results.

Who at the district level supports effective implementation?

Micheal Johnson, Superintendent, and Patricia West, Assistant Superintendent, both support effective implementation.

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

School leadership meetings are conducted to discuss which plan elements are not being effectively implemented based on observations, walkthroughs, and data conversations. The use of curriculum resources and instructional programs will also be analyzed and discussed to determine the level of effective implementation in schools.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

District leadership monitors the iObservation platform which contains walkthrough and observation data for all schools. District leadership will also meet with school leadership to discuss reading walkthroughs that are conducted.

Who at the district level supports effective implementation?

Micheal Johnson, Superintendent, and Patricia West, Assistant Superintendent, both support effective implementation of weekly reading walkthroughs.

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

District leadership meetings are conducted with school principals to discuss teacher walkthrough data and identify the areas in need of improvement for effective implementation.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

School principals conduct bi-weekly data chats to ensure that teachers are utilizing progress monitoring data to identify appropriate interventions for students performing at a low proficiency level.

Who at the district level supports effective implementation?

Micheal Johnson, Superintendent, and Patricia West, Assistant Superintendent, both support effective implementation of weekly reading walkthroughs.

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

District leadership meetings are conducted with school principals to discuss how data is being used to determine interventions for students. School principals also meet with literacy coaches to discuss their observations on how data is used to determine interventions.

Summer Reading Camp

Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

The district will host a Summer Reading camp for 3rd grade students who score Level 1 on the statewide standardized assessment for ELA. The Summer Reading Camp will meet the requirements set forth in Section 1008.25(7), F.S. The district will utilize the following evidence-based instructional materials:

iReady (<https://www.curriculumassociates.com/products/i-ready/i-ready-learning>): personalized and adaptive instructional software program that creates pathways to growth based on assessment data.

Ready Florida LAFS (iReady Textbooks): (<https://www.curriculumassociates.com/products/ready/reading-ela>): rigorous standards-based program that builds strong, independent readers through instruction and practice with high-interest, complex informational and literary texts.

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.

NA

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.)

15

Students who demonstrate a reading deficiency in grades K-2

0

Students who score Level 1 in grades 4-5

0

Percentage of Students Attending Summer Reading Camp

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

100%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

0%

Parent Support through a Read-At-Home Plan

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

The district will create a read-at-home plan for parents of students identified with a substantial deficiency in reading. The read-at-home plan will include resources, activities, and home reading plans that parents can utilize to increase reading time at home. The district will utilize the Renaissance for Learning software program (AR) to increase students love for reading and engage families in literacy activities at home.

Who at the district is responsible for monitoring this requirement?

Patricia West, Assistant Superintendent, is responsible for monitoring this requirement.

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 district supports implementation of whole group instruction that utilizes an evidence-based sequence of reading instruction by providing fiscal resources for the acquisition of curriculum and instructional materials that incorporate this type of instruction.

The district monitors implementation by participating in classroom walkthroughs with school principals and by conducting meetings with school leadership teams that focus on scheduling and how instructional time is utilized.

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

Micheal Johnson, Superintendent, and Patricia West, Assistant Superintendent, are responsible for supporting and monitoring this requirement.

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

How does the district support and monitor implementation?

The district supports implementation of varied texts to increase students' background knowledge and literacy skills across other content areas by providing fiscal resources for the acquisition of supplemental texts and materials. The district also provides opportunities for students to participate in various learning experiences through field trips and after school programs that center on science, social studies, technology, and the arts, and they incorporate literacy skills.

The district monitors implementation by reviewing and discussing curriculum and instructional plans with school leadership in scheduled meetings. The district also monitors implementation by monitoring the types of texts, programs, and curricula chosen by school principals.

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

Micheal Johnson, Superintendent, and Patricia West, Assistant Superintendent, are responsible for supporting and monitoring this requirement.

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

How does the district support and monitor implementation?

The district supports and monitors implementation by participating in classroom walkthroughs with school principals and by conducting meetings with school leadership teams that emphasize how small group differentiated instruction is provided in the classrooms.

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

Micheal Johnson, Superintendent, and Patricia West, Assistant Superintendent, are responsible for supporting and monitoring this requirement.

Florida's Revised Formula For Success - Part B

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;
- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

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

The district will align K-12 reading instruction with Florida's Revised Formula for Success by:

- Requiring that all reading curriculum and core instructional materials for literacy include the 6 components of reading.
- Providing schools with the appropriate assessment resources to conduct the four types of classroom assessments.
- Creating a district assessment calendar and plan that includes scheduled assessment days for the four types of assessments.
- Providing professional development to teachers on the Revised Formula for Success.
- The district will require that teachers provide reading instruction to students in accordance to the Revised Formula for Success, and identify the type of instruction each student needs based on progress monitoring data.
- Requiring bi-weekly Success meetings (MTSS) conducted by the MTSS coordinator with teachers of students who have been identified as needing additional reading support.

How does the district support and monitor implementation?

The district supports and monitors implementation of this requirement by communicating the requirement to school and district leaders, who communicate the expectation to teachers and staff. The district leadership also conducts data conversations regarding students who are showing reading deficiencies and how those students are being addressed based on the Revised Formula for Success.

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

Micheal Johnson, Superintendent, and Patricia West, Assistant Superintendent, are responsible for supporting and monitoring this requirement.

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:

FAMU_DRS_2021-2022_K-12_Comp_Rdg_Plan_Decision_Trees.pdf
<i>FAMU DRS 2021-2022 Comprehensive Reading Plan Decision Trees</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.

Students with a substantial deficiency in reading are initially identified by utilizing state assessment scores (Grades 3-12), ITBS test scores (K-2), NWEA (K-12), iReady results and progress, and initial diagnostic testing. Students' formative assessment data is also analyzed. A problem-solving meeting is scheduled with the MTSS team to make further determinations as to whether or not the student is in need of minor interventions and support for improvement OR if the student has a substantial reading deficiency.

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.

NA

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

NA

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.

NA