



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	Padgett, Stacie Professional Development Coordinator stacie.padgett@lwcharterschools.com 863-679-6560
Elementary English Language Arts (ELA)	Griffiths, Kim Elementary ELA kim.griffiths@lwcharterschools.com 863-6784211
Secondary ELA	McCoy, Kaleigh Secondary ELA kaleigh.mccoy@lwcharterschools.com 863-678-4242
Reading Curriculum	Camann, Lisa Literacy Coach lisa.camann@lwcharterschools.com 873-678-4216
Summer Reading Camp	Heyward, Angela Federal Grants Director angela.heyward@lwcharterschools.com 863-679-6560
Data Element	Saran, Anuj LWHS Administrator anuj.saran@lwcharterschools.com 863-678-4222
Reading Curriculum	Sheppard, Tammy Literacy Coach tammy.sheppard@lwcharterschools.com 863-6784242
Reading Curriculum	Finnell, Deann Literacy Coach betty.finnell@lwcharterschools.com 863-678-4211
Reading Endorsement	Acevedo, Julio HR Director julio.acevedo@lwcharterschools.com 873-679-6560

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.

- System Leadership Meetings/ Literacy Leadership Meeting
- Faculty Meetings
- Professional Learning Communities (PLCs)
- Monthly Literacy Coaches Meetings
- Monthly Teacher Induction Program Meetings
- School and District Websites
- Collaborative Meeting with MTSS and Instructional Staff
- Data Day
- School Advisory Meetings
- School Site Curriculum Nights

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 54%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 56%

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

The LWCS system will take the following steps to increase kindergarten readiness:

- Partner with Lake Wales Families and Community to increase area PreK enrollment.
- Provide recruiting and professional development to highly trained PreK teachers and staff.
- Create a PreK and K collaboration team to implement effective "school readiness" through a highly effective curriculum, sharing research-based best practices, and increased communication.

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	25	23	31	15	6	23	20	34	18	9
4	29	26	23	18	5	26	23	26	21	8
5	24	28	27	16	5	21	21	30	19	8
6	20	30	22	20	8	17	17	25	23	11
7	24	27	22	18	9	21	21	25	21	12
8	18	22	29	21	9	15	15	32	24	12
9	27	33	24	14	6	24	24	27	27	9
10	27	26	22	20	6	24	24	25	25	9

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.

Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

For each grade, K – 2, will increase the percentage of students currently scoring at or above grade level on NWEA MAPS by 2% each year from 49% scoring above the 50th percentile to 51%. (Based on Florida Standards Assessment Program NWEA MAPS)

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 Lake Wales Charter Schools will prioritize reading allocation funds to support students identified with a substantial reading deficiency in the following ways:

- Provide professional development on data-driven reading instruction, differentiation of reading instruction, and the MTSS process to increase the identification and support for students to all PreK – 3 Literacy Instructional Staff.
- Provide professional development to all K-2 teachers on Florida B.E.S.T. standards, PreK-2 foundational skills, reading, vocabulary, and communication.
- Provide purposeful professional development on highly qualified reading materials (HQR) for T1. PreK – Grade 3.

School Literacy Leadership Teams

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

The Lake Wales Charter Schools Superintendent and the LWCS Reading Contact communicate to the site-based administrators during bi-weekly leadership meetings, memorandums, and site-based visits.

The Literacy Leadership Team is made up of the Superintendent, Principals, Assistant Principals, Federal Grants Director, ESE Director, and other System Leadership Team Members.

The Superintendent, district leadership team, and site-based administrators will provide oversight, support, and follow-up during implementation.

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

Stacie Padgett - Professional Development Coordinator/Reading Contact
Angela Heyward - Federal Grants Director

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

Stacie Padgett - Professional Development Coordinator/Reading Contact
Angela Heyward - Federal Grants Director

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.

Lake Wales Charter Schools will provide the following professional development:

- Implementation of the B.E.S.T. Standards for K – 2 through initial and ongoing professional learning training that promotes rigor and relevance during weekly PLCs, Literacy Coaching, and B.E.S.T Standards Implementation Sessions.
- WONDERS Reading Series Training on implementation of the program in alignment with the new B.E.S.T. Standards.
- Hands-on learning through coaching and mentoring, follow up based on instructional and individual needs determined by data analysis and observations.
- Implementation of The Just Read Florida Literacy Coaching Model.
- Professional Development is provided on the Professional Development Calendar to ensure time is allotted for teachers to meet and collaborate weekly, bi-weekly, and monthly.

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 Superintendent, District Reading Contact, LWCS System Leadership Team, and site-based administrators meet bi-weekly to discuss system-wide requirements including professional development requirements. LWCS Literacy Leadership Team will meet bi-monthly to discuss requirements and ensure compliance. Requirements will be discussed in these meetings.

Literacy Coaches meet bi-monthly to obtain current information, data, and to target needed requirements. Professional development requirements will be communicated in these meetings, via emails, and in site-based visits.

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

The Professional Development Coordinator and the District Reading Contract

Stacie Padgett

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.

LWCS will use NWE MAPS data to identify schools in need. With COVID all schools in our system will be considered as in need. With less than 50% of students scoring above proficient, all LWCS schools will use coaching services and supports through the Just Read Florida Coaching Model. Additionally, JRF State Literacy Directors will support the Literacy Coaches.

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?

Requirements are communicated to principals and leadership teams through bi-monthly leadership meetings with the superintendent, District Leadership Team, and principals, or principals' designee. The LWCS Literacy Leadership team members and the Professional Development Coordinator will continually update all requirements to 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?

LWCS is supporting coaches with high-impact activities through the guidance of the Just Read Florida! Coaching Model in partnership with the LWCS Literacy Leadership Team and the State Literacy Directors.

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

The Literacy leadership team, site-based administrators, the District Reading Contact (Professional Development Coordinator), will monitor the coach's time and tasks.

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

Literacy coaches will meet bi-weekly to report and review data with the District Reading Contact and members of the Literacy Leadership Team. Data will include MAPS and progress monitoring data.

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

Site-based literacy coaches and literacy leadership teams will identify and define problems or areas of concern.

They will discuss possible solutions and evaluate alternatives. As a team, they will decide on a solution. If the team comes to an impasse, Google Forms will be used to come to a consensus.

The solution will be implemented. Data and observations will be used to evaluate the outcome. Support in this process will be given if needed by the District Reading Contact.

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 Students	Screeners	Oral Language, Phonological Awareness, Phonics, Vocabulary	Annually
STAR Early Literacy	Kindergarten Students	Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Vocabulary	Annually
NWEA MAP	K - 8th grade students	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
i-Ready	K - 5th grade students	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Istation (ISIP)	K - 5th grade students	Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
Reading Plus	9th grader - 12th grade	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
iSpire	K - 5th grade	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
FSA	3rd - 10th grade students	Summative	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
CommonLit	6th - 8th grade students	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Wonders Oral Language Assessment	1-5	Screeners	Oral Language	Annually

District-Level Monitoring - Part B

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

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

Stacie Padgett – Reading Contact and Professional Development Director

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

Each of the schools in the Lake Wales Charter School System uses the following process:

Professional development will provide instructional staff with foundational reading skills, curriculum mapping, effective evidence-based reading instruction, and data-driven instruction.

District and administrative will desegregate data and look for data trends.

Walk-through and observations will be used to monitor instructional practices that are systematic and ensure materials are evidence-based.

Literacy Coach observations and notes will be used to differentiate teacher support.

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

School-based literacy teams made up of administrators, literacy coaches, and teachers will meet bi-monthly to discuss data trends and adjust the differentiation of reading instructions as needed.

Literacy Coaches from each school will meet monthly to discuss data, differentiation of support, and plan professional development to support the reading instructional staff.

The District Literacy Leadership Team will meet bi-monthly to discuss data, support, and targeted support needed by individual schools.

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

The LWCS system will increase literacy instruction professional development to all content areas instructional staff. The system will also include literacy instruction in the TIPS program that focuses on building text discussion and depth of knowledge.

Cross-curriculum articulation meetings are planned for instructional staff, literacy coaches, and administrators.

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

Concerns from the district level will be communicated by the superintendent or reading contact person to school administrators. School-site administrators will work with the literacy leadership teams, literacy coaches,

and instructional staff to examine concerns and plan adjustments to meet the needs of students. Literacy coaches will communicate concerns with instructional staff in the classroom setting.

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.

Lake Wales Charter Schools' evaluation of the implementation of the K – 12 Reading plans uses the Kirkpatrick Model: Four Levels of Learning Evaluation. This method includes “needs assessment” surveys, interviews with participants, observations, Marzano Effective Teacher evaluation data, and analysis of student data from both NWEA MAPS progress monitoring and FSA. Surveys are routinely administered to gather feedback needed to improve and adjust for the effectiveness of the program and improve the quality of instruction. The system's literacy leadership team and school-based literacy leadership teams collaborate and determine if goals were met by reviewing all data. This review will be presented to the Board of Trustees annually.

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?

School-site administrators and literacy coaches will perform weekly walkthroughs to ensure effective implementation. Literacy coaches will report observations and notes to school administrators and school-level administration teams.

Collectively, administrators, literacy coaches, the school's Literacy Leadership Teams, and instructional staff will review notes for observations and view classroom data to ensure effective implementation and adjust as needed.

Who at the district level supports effective implementation?

LWCS Superintendent, the District Literacy Leadership Team, and the Professional Development Coordinator/Reading Contact (Stacie Padgett) support effective implementation.

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

School-site administrator, Literacy Coaches observations, Marazano notes taking during weekly walkthroughs, informal observations, and classroom data will be desegregated by the literacy leadership team to identify areas of need and give support to ensure effective implementation.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

School-site administrators and literacy coaches will perform weekly walkthroughs to ensure effective implementation. Literacy coaches will report observations and notes to school administrators and school-level administration teams.

Collectively, administrators, literacy coaches, the school's Literacy Leadership Teams, and instructional staff will review notes for observations and view classroom data to ensure effective implementation and adjust as needed.

Who at the district level supports effective implementation?

LWCS Superintendent, the District Literacy Leadership Team, and the Professional Development Coordinator/Reading Contact (Stacie Padgett)

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

School-site administrator and Literacy Coaches observations are documented through note-taking during weekly walkthroughs. Observation data and ongoing classroom data will be desegregated by the literacy leadership team to identify areas of need and give support to ensure effective implementation. District Literacy Leadership Team members will review school-level data and support when appropriate.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Professional development will be offered throughout the school year on the use of classroom data to drive instruction, differentiation of instruction, and the MTSS process. Classroom teachers, reading coaches, and administrators will use NWEA MAPS, supplemental reading programs, data, and classroom-based data collected weekly to determine interventions and support needed.

Who at the district level supports effective implementation?

LWCS Superintendent, the District Literacy Leadership Team, the Professional Development Coordinator/Reading Contact (Stacie Padgett), and ESE facilitating team will support effective implementation.

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

Data-driven instruction will be used to identify areas of need for both instructional staff and students to ensure the greatest impact on student achievement and the success of the implementation process. Support will be given accordingly.

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.

Students in grade 3 who score level 1 on the FSA/ or students who score "below satisfactory" on NWEA MAPS (lower than 199 cut score in reading 1 - 42 %) will be required to attend Summer Reading Camp. The camp will use IReady for reading comprehension (I ready evidence link: i-Ready Research Efficacy Brief 2019 (sbsd.k12.ca.us))<https://www.sbsd.k12.ca.us/cms/lib/CA01001886/Centricity/Domain/41/iready-research-efficacy-brief-2019.pdf>

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.

We did not have summer school for K-2 or 4 and 5.

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.)

72

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.)

20%

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.

LWCS system will utilize the Just Read Florida's Just Take 20 for Families and the Florida B.E.S.T. parent guides to build read-at-home plans for students in need. Information will be posted on the system's website and school websites. School-based literacy leadership teams and literacy coaches will differentiate individual read-at-home plans to meet the diverse needs of their students and the families they serve based on data collected from NWEA MAPS and other progress monitoring assessments. Sound Partners, a supplemental reading program for K – 2nd will be provided to parents of students identified with substantial deficiencies in phonics-based early reading skills. Recognized as having a high effect rating, Sound Partners scripted lessons are family-friendly. LWCS has solid partnerships with our community. Through their support, students and families can take advantage of literacy tutoring programs such as the First Baptist tutoring group, the Highpoint tutoring group, Lake Wales Literacy Council, and All-Pro Dads. The United Way also provides Reading Pals for our local elementary schools.

Schools will host literacy nights to promote the read-at-home plans and bridge the school/home connection.

Who at the district is responsible for monitoring this requirement?

Stacie Padgett – Professional Development Coordinator
Angela Hayward – Federal Grants Director

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 system will support school-site administrators with professional development on Marzano's Focus Teacher Evaluation Model on classroom walkthroughs, lesson plans, and effective classroom strategies.

Bi-monthly District Literacy Leadership Meetings, Literacy Coaches meeting, and Superintendent site visits.

Wonders - State Approved Curriculum

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

Stacie Padgett – Professional Development Coordinator/Reading Contact

Angela Hayward – Federal Grants Director

LWCS District Literacy Leadership Team: the Superintendent, Principals, Assistant Principals, the Federal Programs Director, the ESE Director, and the Professional Development Coordinator

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 Literacy Leadership Team, Literacy Coaches, and site-based Literacy teams will meet bi-monthly to ensure student texts are appropriate for this task and determine if support is needed.

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

Stacie Padgett – Professional Development Coordinator/Reading Contact

Angela Hayward – Federal Grants Director

LWCS District Literacy Leadership Team: Superintendent, Principals, Assistant Principals, the Federal Programs Director, the ESE Director, and the Professional Development Coordinator

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

How does the district support and monitor implementation?

The district literacy leadership team, literacy coaches, and site-based literacy teams will meet bi-monthly to ensure that differentiation of instruction is appropriate and meets student needs based on data collected. Literacy coaches will provide ongoing professional development will on the differentiation of instructions.

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

Stacie Padgett – Professional Development Coordinator/Reading Contact
Angela Hayward – Federal Grants Director

LWCS District Literacy Leadership Team: Superintendent, Principals, Assistant Principals, the Federal Programs Director, the ESE Director, and the Professional Development Coordinator

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 LWCS system will provide professional development, guidance, and support to ensure that the alignment of the K – 12 reading instructional plan with Florida's Revised Formula of Success. The system's literacy leadership team will meet bi-monthly to discuss any needed adjustments.

Our students will receive instruction in the 6 areas of core reading. Students will have access to four assessments. Based on the progress monitoring students' needs will be addressed in Tier 2 and 3, following their IEP plan. Accommodations will be made for ELL and ESE students.

How does the district support and monitor implementation?

The system will support school-site administrators with professional development on each tier and how to best use Marzano's Focus Teacher Evaluation Model to collect data during classroom walkthroughs, lesson planning, and current effective classroom strategies. Additionally, professional development will be provided to all instructional staff on Core Instruction, Immediate Intervention, and Immediate Intensive Intervention (Tier 1,2,3), best practices, data-driven instructions, differentiation of instruction, and diversity.

Literacy coaches will work directly with teachers using the coaching model to provide support in

classrooms during real-life teaching.

Bi-monthly District Literacy Leadership Meetings, Literacy Coaches meeting and Superintendent site visits will create opportunities to identify and support the fidelity of the implementation plan.

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

Stacie Padgett – Professional Development Coordinator/Reading Contact

Angela Hayward – Federal Grants Director

LWCS District Literacy Leadership Team: Superintendent, Principals, Assistant Principals, the Federal Programs Director, the ESE Director, and the Professional Development Coordinator

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:

LWCS_Assessment_and_Decision_Tree.pdf
<i>LWCS Decision Tree for Tier 1 - Tier 3 instruction.</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.

LWCS utilizes FLKRS, FSA scores, iStation, iReady, Reading Plus, and NWEA MAPS (RIT between 100 – 178) and teacher observations to identify students with substantial deficiencies in reading. Students who are identified as meeting the criteria and those identified the previous year based on similar criteria, teacher observations, and classroom performance are given immediate intervention and support.

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.

Yes

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.

Schools identified by the school grading component as a bottom 300 school are given an additional hour of intensive reading instruction by the school day by extending hours. Teachers use resources from Wonders and iStation to provide intensive reading instruction in that additional hour. Support is provided by literacy coaches on differentiated instruction based on student data. Monitoring and evaluation of improvement strategies will be discussed by the school's literacy leadership team.

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

Intensive Reading Instruction will be provided to students by teachers that are Reading endorsed. On-going professional development in research-based reading practices will be provided by literacy coaches in classrooms, through PLCs and other professional learning opportunities.

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.

The intensive reading instruction component will include printables from progress monitoring such as iStation, Reading Plus, and iReady. iSpire and Sound Partners will be used to ensure that there are extensive opportunities to deliver intensive instruction during this additional hour. Materials from Wonders will be used to ensure instruction includes integration of math, science, social studies, and engineering is incorporated.