

Bradford County School District



## 2021-22 Reading Plan

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**Table of Contents**

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<b>Contact Information, Communication Plan, and Student Achievement Goals</b>	<b>3</b>
<b>Budget</b>	<b>6</b>
<b>School Literacy Leadership Teams</b>	<b>8</b>
<b>Professional Development</b>	<b>9</b>
<b>Charter Schools</b>	<b>9</b>
<b>Literacy Coaches</b>	<b>11</b>
<b>District-Level Monitoring of Plan Implementation</b>	<b>14</b>
<b>School-Level Monitoring of Plan Implementation</b>	<b>17</b>
<b>Summer Reading Camp</b>	<b>19</b>
<b>Parent Support through a Read-At-Home Plan</b>	<b>21</b>
<b>Assessment, Curriculum, and Instruction</b>	<b>22</b>
<b>Identification of Students with a Substantial Reading Deficiency</b>	<b>26</b>

## Contact Information, Communication Plan, and Student Achievement Goals

### Contact Information - Part A

#### District Contact Information

##### Reading Contacts

Identify the name, email address, position title, and job duties/responsibilities for each member of the district reading team.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Clarke, Karen Assistant Superintendent clarke.karen@mybradford.us 904-966-6018
Elementary English Language Arts (ELA)	Adams, Tammy Elementary Reading Coach adams.tammy2@mybradford.us 904-966-6061
Secondary ELA	Chaplin, Chris Secondary ELA Coach chaplin.christopher@mybradford.us 904-966-6021
300 Lowest-Performing Elementary Schools	Clarke, Karen Assistant Superintendent clarke.karen@mybradford.us 904-966-6032
Elementary English Language Arts (ELA)	Ansley, Rebecca Elementary Reading Coach ansley.rebecca@mybradford.us 904-966-6795
Professional Development	Clarke, Karen Assistant Superintendent clarke.karen@mybradford.us 904-966-6032
Reading Endorsement	Clarke, Karen Assistant Superintendent clarke.karen@mybradford.us 904-966-6032
Reading Curriculum	Clarke, Karen Assistant Superintendent clarke.karen@mybradford.us 904-966-6032
Data Element	Prevatt, Lisa Data Specialist prevatt.lisa@mybradford.us 904-966-6018
Summer Reading Camp	Ansley, Rebecca 3rd Grade Summer Camp Facilitator ansley.rebecca@mybradford.us 904-966--7704
Third Grade Promotion	Clarke, Karen Assistant Superintendent clarke.karen@mybradford.us 904-966-6032
Secondary ELA	McElroy, William Secondary School Coordinator mcelroy.william@mybradford.us 904-966-6727
Assessment	McElroy, William Secondary School Coordinator mcelroy.william@mybradford.us 9049446727

## 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 plan is initially discussed at the summer Administrative meetings with the Superintendent, all School-level Administrators and District-level Administrators to ensure that everyone at the leadership level is aware of the expectations for the upcoming school year. The plan is shared with instructional coaches, Curriculum Resource Teachers (CRTs), and instructional staff during pre-planning so that everyone knows what is expected. A link to the plan will be provided to each participant. A log will be kept indicating when each employee is informed.

The community is made aware of the plan via: SAC meetings, Open Houses, Literacy Nights, school newsletters and websites.

## 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 52%**

#### *Goal for Plan Year*

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

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

1. Provide VPK teachers explicit instruction in teaching phonemic awareness and phonics
2. Alignment of instructional materials across the VPK and Kindergarten levels
3. Increase technology opportunities for VPK students to use digital learning platforms

#### **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	22	27	30	18	3	20	24	33	19	4
4	29	22	25	19	6	26	19	29	20	6
5	21	27	32	14	5	19	24	36	15	6
6	32	31	19	15	4	29	28	23	16	4
7	51	27	10	8	3	46	24	18	9	3
8	42	22	19	11	5	38	20	25	12	5
9	33	32	21	11	3	30	29	25	12	4
10	30	30	19	18	3	27	27	24	19	3

**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%).*

Based on STAR Reading, For the 21-22 school year literacy goals, the percentage of students scoring at or above grade level will be as follows:

Grade K: Increase proficiency from 52% to 55%

Grade 1: Increase proficiency from 56% to 58%

Grade 2: Increase proficiency from 66% to 68%

## 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
<b>Total:</b>		<b>\$0.00</b>

**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 has allocated 65% of the Reading Allocation directly to the elementary schools. The allocation will cover two reading coaches who will focus on new B.E.S.T. ELA standards implementation in K - 3 with a strong emphasis on professional development and coaching cycles in the foundational skills of reading -- phonemic awareness, phonics, fluency, vocabulary, and comprehension. The coaches will monitor ELA data and ensure that intervention begins as soon as a deficiency is noted. The rest of the elementary portion is reserved for the 3rd grade Summer Literacy Camp.

The district has allocated 35% to the secondary schools. This includes one secondary ELA coach who will

serve both the middle school and high school, and the purchase of supplemental materials needed to improve literacy instruction in writing and reading.

## School Literacy Leadership Teams

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

The requirement will be discussed at Summer Administrative Meetings. School-level Administrators will be reminded during pre-planning when the School Literacy Leadership Team roster is due.

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

Karen Clarke, Assistant Superintendent of Curriculum

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

Karen Clarke, Assistant Superintendent of Curriculum

Lisa Prevatt, Coordinator of Elementary Education / K-12 Data Scientist

Rebecca Ansley, Curriculum Resource Teacher

Chris Chaplin, Secondary Reading Coach

Bill McElroy, Coordinator of Secondary Education



## 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.

HMH Into Reading/Literature Training during summer 2021 and/or pre-planning (for new hires or employees not available during summer) by HMH representatives focusing on the explicit, systematic, and sequential approach to reading instruction. Additional support/training as needed during the school year.

Professional Development during summer 2021 by the Regional Literacy Director focusing on the integration of phonemic awareness, phonics, word study and spelling (Reading Foundations) for all K-12 teachers.

Weekly grade group/department meetings with School-level Administrators, CRTs, and/or Reading Coaches will be scheduled and prioritized to discuss data and provide differentiated professional development based on progress monitoring data.

Mentor teachers and model classrooms will be identified on each campus by the School-level Administrators based on walkthrough data, progress monitoring data, evaluations, and feedback from peers, with input from District-level Administrators, Reading Coaches and CRTs. These teachers/classrooms will be used for training/observations by peer teachers from within the district

**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?**

Principals' meetings and district email communication

PD calendar

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

Assistant Superintendent of Teaching, Learning, and Curriculum

## 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.**

Special consideration will be given for:

Lowest 300

High percentage of Substantial Reading Deficiency

Low percentage of Reading endorsed/certified teachers

High percentage of out-of-field teachers

High percentage of novice teachers

#### 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 Assistant Superintendent communicates the district reading coaches' responsibilities to the administration through Principal and Directors meetings. The coaches themselves design implementation of these requirements with the on-site administrators.

**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?**

Regularly scheduled Department meetings with the Assistant Superintendent and Coordinators of Education.

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

The Assistant Superintendent monitors the coaches implementation of these requirements.

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

The data is being reviewed weekly by the on-site administrators and coaches and monthly by the Assistant Superintendent.

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

District/site-based department meetings to interpret data to determine the effectiveness of the current plan and set Next Steps, which can include coach-supported planning, evidence-based programs, targeted interventions, supplemental curriculum. Generally the ICEL / RIOT Matrix is used as a problem-solving protocol.

## 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?
i-Ready	Kindergarten -5th grades	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
FLKRS	Kindergarten	Screeners	Phonological Awareness, Phonics, Vocabulary	Annually
i-Ready Dyslexia Screening	Kindergarten - 1st grades	Screeners, Progress Monitoring	Fluency	3 x A Year
i-Ready Assessments for Oral Reading Fluency	2nd - 4th grades	Progress Monitoring, Formative Assessment	Fluency	3 x A Year
Oral Reading Fluency (ORF)	5th	Progress Monitoring, Formative Assessment	Fluency	3 x A Year
District Developed Assessment	Kindergarten Screener	Screeners	Oral Language, Phonological Awareness	Annually
STAR Reading	6th - 12th Grades	Progress Monitoring, Diagnostic	Vocabulary, Comprehension	Quarterly
Leveled Literacy Instruction Assessments	6th - 8th Grade Intensive Reading Students	Progress Monitoring	Fluency, Vocabulary, Comprehension	2 x A Month
SchoolCity Assessments	6th - 12th Grades	Progress Monitoring	Vocabulary, 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 Assistant Superintendent will provide plan implementation oversight, support, and follow-up with assistance from the Curriculum Coordinators, CRT's and Reading Coaches.

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

School-level Administrators will report trends/needs from Weekly Literacy Walks to the Assistant Superintendent, at scheduled Principals' meetings.

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

Differentiated reading instruction based on Weekly Grade/Department data meeting discussions should be provided and documented in lesson plans. School-level Administrators will report on this at scheduled Principals' meetings.

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

Teachers in all content areas will be trained in the K-12 ELA Expectations (EE).

All teachers are required to incorporate the EEs into the instructional practices of all subjects, content-areas, and courses.

School-level Administrators will report on this at scheduled Principals' meetings.

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

District level staff (Assistant Superintendent, Coordinators) will communicate concerns with School-level Administrators.

**District-Level Monitoring - Part C**

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

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

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

In the Spring, the Literacy Leadership Teams from each site will meet to provide feedback on the current plan and provide suggestions for improvement for the new plan. Common suggestions from each site will be given highest consideration when creating the new plan.

**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:

District_K-12_CERP_Reflection_Tool_Form_No._CERP-2.pdf
<i>Self- Reflection Tool for Bradford County</i>
<a href="#">Document Link</a>



## 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?

Weekly Reading Walkthroughs conducted by School-level Administrators will focus on specific components of the CERP monitoring the school for effective implementation. This data will be reported to the Assistant Superintendent.

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

Assistant Superintendent

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

Components implemented at less than 80% will be considered an area in need of improvement. District Administrators and School-level Administrators will create a plan for remediation and recollection of data.

### Weekly reading walkthroughs - Part B

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

District Administrators will create a calendar with Weekly Reading Walkthrough Focus and Expectations to share with all instructional staff. Focus topics will consist of various requirements of this plan. School-level Administrators will conduct Weekly Reading Walkthroughs covering all instructional staff at least once per month.

Data from the Weekly Reading Walkthroughs will be documented in Google Forms and submitted to the Assistant Superintendent by the School-level Administrator prior to the monthly Principals' Meeting.

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

Assistant Superintendent

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

District-level Administrators and School-level Administrators will review the data, identify any areas in need of improvement, and create a plan for improvement.

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

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

School-level Administrators will monitor the collection of data at the designated times. After each data collection window, the data will be evaluated during a Weekly Grade Group meeting using the Four-Step Problem Solving Process.

Four-Step Problem Solving Process

- Define the problem or goal

- Analyze the problem and relevant data
- Implement an intervention plan
- Evaluate the intervention for effectiveness

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

Assistant Superintendent  
Coordinators of Elementary and Secondary Education

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

Weekly CRT/Coaches Meetings to discuss any problems/concerns that may arise at any of the individual schools and make adjustments as necessary.

## 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.**

Even though the 3rd grade FSA performance requirement was waived for the 20-21 school year, the district is using iReady and STAR reading data to identify students who are reading significantly below level, comparable to the Level 1 on the 3rd grade ELA FSA. These students will receive a letter with information about attending the 3rd grade summer reading camp. The camp will run during the month of June, 2021.

Students in the 3rd grade summer reading camp receive daily instruction and practice in phonemic awareness using curriculum tools that require the student to isolate, segment and blend both individual sounds and syllables, and to use rhyming. Students received evidence based, explicit, systematic, multi-sensory phonics instruction using iReady reading tool kit phonics lesson plans. The daily plan provides review of previously learned sounds, introduction of new sound in isolation, within words, within sentences, then in writing and reading connected text. Students will receive multi sensory instruction and practice with word sorts, music/video, and similar activities. (ESSA Evidence is STRONG for iReady). For fluency, students are explicitly instructed in ACEing fluency, using Accuracy, Conversational Rates, and Expression to demonstrate comprehension. (ESSA Evidence is Moderate using Hattie's Effect Sizes of Deliberate Practice .79 and Transfer Strategies, .86).

Curriculum tools allow students to practice increasing fluency with repeated readings, reading with a partner, and embedding new phonics sounds into multi-syllabic words.

Students in reading camp use explicitly targeted academic vocabulary words for 3rd grade. Each day, 5 to 10 words are introduced, reviewed, and used in oral and written language activities. For ESSA Evidence, this practice is also MODERATE with Hattie's Effect Sizes of Direct Instruction, .60; and Classroom discussion, .82.

Finally, comprehension is explicitly taught using related text sets and rigorous questions that required a student to read, analyze, and provide support for his/her specific answer. Graphic organizers are used to organize thinking and to supplement written responses. IReady Comprehension lessons from the toolkit are used (ESSA evidence for IReady comprehension is STRONG, and the text sets and questions have a Hattie's effect strategy of .79, Summarization; and .72, Comprehensive instructional programs for teachers.

Teachers who oversee and teach the 3rd grade summer reading camp are experienced and highly

effective and reading endorsed/certified. These teachers also receive specific professional development for ELA best instructional practices.

**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.**

This camp runs concurrently with the 3rd grade summer reading camp. Students in the wrap around summer reading camp will be using the evidence based instructional materials purchased through the High Quality Reading curriculum grant. The Research Lab / Summer Semester from the American Reading Company encompasses a thematic based unit that provides opportunity for students to build reading, writing and oral fluency. Specific phonics lessons that review targeted grade level standards reinforce reading skill and practice. Students will be given an fluency and comprehension based pre / post test to measure growth from the camp activities.

#### **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.)**

40

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

60

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

30

#### **Percentage of Students Attending Summer Reading Camp**

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

15%

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

13%

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

11%

## 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.**

When a student is identified as having a substantial reading deficiency, the school will send an assessment report identifying the student's current level, the deficient skills, and recommendations for activities and strategies to do at home.

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

Assistant Superintendent

## 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 will review master schedules to ensure that the 90 minute block is scheduled for all students. Weekly literacy walkthroughs by school and district administration will monitor fidelity to both whole group and small group instruction during this time.

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

The Assistant Superintendent of Curriculum and Instruction with the support of the Elementary and Secondary Coordinators.

**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 will review curriculum maps to identify the use of content specific texts to meet this requirement. The district has also ordered text sets from the Civics literacy list and will also monitor its usage in the reading classes throughout the year with curriculum map review and personal observations during weekly literacy walkthroughs.

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

The Assistant Superintendent of Curriculum and Instruction with the support of the Elementary and Secondary Coordinator.

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

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

The district has selected iReady Reading, STAR Reading, and HMH Into Reading and Into Literature for textbook resources. All of these have resources for designing small group instruction. The district will monitor curriculum maps and lesson plans, as well as review observations from weekly literacy walkthroughs to monitor fidelity to quality small group instruction.

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

The Assistant Superintendent of Curriculum and Instruction with the support of the Elementary and Secondary 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.**

Bradford County has adopted the HMH Into Reading as our elementary core (Tier 1) curriculum. HMH Into Reading is well aligned with Florida BEST Standards and incorporates all six components of reading into one explicit, systematic curriculum. The lessons contain supports for students with disabilities and students with IEPs as well as ELL students.

The four types of classroom assessments are present within the HMH Into Reading curriculum as well as through the use of i-Ready Online Assessment. Data from assessments is used to make instructional decisions including decisions regarding intervention needs.

Students identified as needing Immediate intervention (Tier 2) are provided standards-aligned, small group, teacher-led instruction using HMH Interventions or other curriculum such as SRA. This will be in addition to Tier 1 instruction.

Students with a substantial deficiency in reading will be provided Immediate Intensive Intervention (Tier 3) addressing the specific area(s) of need in a very small group with a teacher certified or endorsed in reading. This will be in addition to Tier 1 and Tier 2 instruction.

Text sets incorporating titles from the BEST Standards Recommended Reading List as well as the Civic Literacy Reading List will also be used.

Bradford County has adopted the HMH Into Literature as our secondary core (Tier 1) curriculum. HMH Into Reading is well aligned with Florida BEST Standards and incorporates all six components of reading into one explicit, scaffolded curriculum. The lessons contain supports for students with disabilities and students with IEPs as well as ELL students.

The four types of classroom assessments are present within the HMH Into Literature curriculum as well as through the use of STAR and SchoolCity assessments. Data from assessments is used to make instructional decisions including decisions regarding intervention needs.

Students identified as needing Immediate intervention (Tier 2) are provided Intensive Reading support through the Leveled Literacy Instruction curriculum.

Text sets incorporating titles from the BEST Standards Recommended Reading List as well as the Civic Literacy Reading List will also be used.

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

The District Literacy Team will meet monthly to review the implementation of HMH and the new B.E.S.T. standards for the 21-22 school year. The Team will use data from STAR, iReady, classroom grades and walkthrough observations to evaluate the effectiveness of Tier 1 core instruction..

The District MTSS team will also meet monthly to review the implementation of Tier 2 and Tier 3 instruction across the school sites. District wide data and anecdotal evidence from observations will be used to evaluate the progress of the Tier 2 / Tier 3 instruction.

The District administrators will review master schedules and classroom / teacher schedule to ensure that time for Tier 2 and Tier 3 is included as needed.

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

Assistant Superintendent of Curriculum and Instruction

K-12 Data Scientist

Coordinator of Secondary Education



**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:

Bradford_Assessment_Curriculum_Decision_Tree_(revised3)___21-22.pdf
<i>Bradford Assessment/Curriculum Decision Tree</i>
<a href="#">Document Link</a>

## Identification of Students with a Substantial Reading Deficiency

**Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.**

After administration of the FLKRS/i-Ready/STAR for screening or progress monitoring, the data will be reviewed in grade/dept. meetings. Any student scoring at the lowest achievement level/benchmark on any administration will be identified as having a substantial reading deficiency.

Any student scoring above the lowest level overall but showing minimum skills in one or more components of reading will be placed on a "Watch" list. If a "Watch" list student continues to earn minimum scores in that component(s) on the next assessment he/she will identified as having a substantial reading deficiency even if the overall score is above the lowest level/benchmark.

## 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.*

School begins at 7:30 and ends at 2:30. This allows for 370 minutes of instruction per day. A minimum of 150 minutes will be dedicated to reading instruction in every grade level.

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

Teachers for the additional hour of reading will have an Effective / Highly Effective score on their Instructional Practice on the 18-1 Teacher Evaluation or have a minimum of 50% of last year's students show learning gains on STAR Renaissance IRL.

### 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.

Each student has been screened with the SRA Placement test and grouped into specific classes based on level of need. Students can move into different groups based on results from ongoing progress monitoring with SRA assessments, and possible STAR assessments.

Southside will use SRA Reading Mastery. SRA Reading Mastery uses a highly explicit approach of direct instruction that addresses all five essential components of reading--phonemic awareness, phonics, vocabulary, fluency, comprehension. The approach provides immediate corrective feedback and multiple opportunities for guided practice. The SRA Reading Mastery Curriculum is recognized by the What Works Clearinghouse and National Institute for Direct Instruction as a Direct Instruction method to help students master essential decoding and comprehension skills. Lessons are scripted, provide for scaffolded instruction and practice, and allow for individualized practice and skill application. The special font also adds a multisensory component not found in the core curriculum. Administration will conduct fidelity walkthroughs and teams will collaborate at regular meetings to ensure correct and full implementation. This program was used voluntarily during reading intervention in Lawtey Elementary five years ago. The number of students proficient increased from 49% proficient in 2016 to 53% in 2017. Four years ago, Starke Elementary also

implemented this program as a Lowest 300 school intervention. Their proficiency increased from 37.4% in 2017 to 40.5% in 2018, and got them out of the lowest 300. These schools have continued their use of SRA as a Tier 2 intervention school wide and their reading proficiency continues to increase. Southside used it in 18-19 during its first year as a Low 300 school, and third grade saw a significant increase in proficiency going from 32% proficiency in 2018 to 52% proficiency in 2019. We believe that the intervention is working, but needs more time this year to improve scores, especially after the learning loss in Spring of 2020.

Reading Mastery integrates social studies and science concepts and information in grades 2 - 5 where building strong background knowledge in these domains is vital to future reading comprehension. More information is found at <https://www.nifdi.org/programs/reading/reading-mastery>