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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	Fletcher, Colleen Coordinator, Elementary Literacy fletchco@collierschools.com (239) 377-0169
Main District Reading Contact	Camp, Lidia Coordinator, Secondary Literacy camppli@collierschools.com (239) 377-0099
Elementary English Language Arts (ELA)	Fletcher, Colleen Coordinator, Elementary Literacy fletchco@collierschools.com (239) 377-0169
Reading Curriculum	Fletcher, Colleen Coordinator, Elementary Literacy fletchco@collierschools.com (239) 377-0169
Summer Reading Camp	Fletcher, Colleen Coordinator, Elementary Literacy fletchco@collierschools.com (239) 377-0169
Third Grade Promotion	Fletcher, Colleen Coordinator, Elementary Literacy fletchco@collierschools.com (239) 377-0169
Secondary ELA	Camp, Lidia Coordinator, Secondary Literacy camppli@collierschools.com 239.377.0099
Reading Endorsement	Camp, Lidia Coordinator, Secondary Literacy camppli@collierschools.com 239.377.0099
Professional Development	Camp, Lidia Coordinator, Secondary Literacy camppli@collierschools.com 239.377.0099
Assessment	Virga, Matthew Director, Research Test & Evaluation virgama@collierschools.com (239)-377-6734
Data Element	Ang, Cheng Executive Director, ACCT & Data Warehouse angch@collierschools.com (239) 377-0010
300 Lowest-Performing Elementary Schools	Frontz, Charles Executive Director, Elementary School Leadership frontzch@collierschools.com (239) 377-0208
300 Lowest-Performing Elementary Schools	Drilling, Kate Assistant Director, Teaching and Learning drillika@collierschools.com (239) 377-0149

Contact	Name, Title, Email, Phone
Main District Reading Contact	Holland, Holley District Administrator hollanho@collierschools.com 239-377-8013

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 Comprehensive Evidence-based Reading Plan is shared with all school-based administrators at the opening of schools meeting in July, including expectations for implementation and monitoring. Similarly, the plan will be communicated with all K-12 ELA/reading teachers during the preservice week at the start of school. CCPS curriculum maps and instructional expectations reflect strong alignment with the plan to ensure fidelity of implementation.

Additionally, the Comprehensive Evidence-Based Reading Plan will be shared with parents and community stakeholders at the Superintendent's District Advisory Council meeting in September and will be posted on the District website.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 50%

Goal for Plan Year

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

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

The District actively participates in a local collective impact group called Future Ready Collier (FRC). One of the goals of this group is focused on kindergarten readiness for all children in the community. Activities that support the District's kindergarten readiness goal include:

- development of a kindergarten readiness booklet for parents
- initiation and promotion of Dolly Parton home library program
- professional learning for community providers on kindergarten expectations and standards
- sharing of student progress information from community providers to kindergarten teachers via articulation cards
- shared information on the benefits of using Renaissance STAR Early Literacy in VPK as a progress monitoring tool toward kindergarten readiness. This presentation ultimately resulted in several providers becoming part of the state's pilot project for implementation

CCPS has taken additional steps to increase kindergarten readiness of its preschool students. The Early Learning and Literacy Model Plus (ELLM) curriculum is used to build children's cognitive development through literacy, mathematics, science, social studies, the arts, motor experiences, and physical health.

The Renaissance STAR Early Literacy program is used to monitor children's progress toward

kindergarten readiness and to inform teachers' literacy instruction. Teachers participated in Florida's Office of Early Learning online professional learning specific to emergent literacy.

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	17	23	30	22	8	14	19	32	24	10
4	19	21	26	22	11	16	18	28	24	13
5	15	23	28	23	11	12	19	30	25	13
6	21	23	22	23	11	18	20	24	25	13
7	26	23	22	19	11	23	20	24	21	13
8	24	22	24	19	12	21	19	26	21	14
9	25	23	21	21	10	22	20	23	23	12
10	27	21	20	21	11	24	18	22	23	13

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 grade K, increase the percentage of students currently scoring at or above grade level on iReady D2 by 5% this year, from (74%) to (79%).

For grade 1, increase the percentage of students currently scoring at or above grade level on iReady D2 by 5% this year, from (43%) to (48%).

For grade 2, increase the percentage of students currently scoring at or above grade level on iReady D2 by 5% this year, from (52%) to (57%).

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.

CCPS has prioritized reading allocation funds to fully support K-3 students identified with a substantial deficiency in reading. CCPS utilizes reading allocation funds to provide a literacy coach in every school. Coaches provide instructional support to ensure that all teachers plan effectively and utilize research-based instructional practices. Additionally, literacy coaches provide direct, tiered support for students scoring below grade level on state and district assessments. CCPS provides summer reading camps for struggling students, K-3, using evidence-based curriculum and employing teachers with reading endorsement.

School Literacy Leadership Teams

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

Principal and reading coach meetings

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

Principal Supervisors

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

Principal Supervisors

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.

PD 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;

- Reading Coach monthly meetings
- Summer Literacy Training
- Canvas course for ongoing, self-paced training

Differentiate and intensify professional development for teachers based on progress monitoring data;

- Teachers in need of additional PD will receive training through the Coaching Cycle

Identify mentor teachers and establish model classrooms within the school

- Mentor teachers and model classrooms will be identified by school administrators, Reading Coaches, and District Literacy Specialists

Ensure that time is provided for teachers to meet weekly for professional development.

- School-based master schedules will reflect common planning time
- Planning notes will reflect PD topics

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?

Beginning of year principal meeting with follow up at monthly meetings

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

Principal Supervisors

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.

The District utilizes a number of data indicators to tier schools for District Support. These indicators include: student performance data in ELA and math, subgroup performance in ELA and math, school report card data, student demographics (race/ethnicity, ELL, ESE, FRL), teacher assignment, and school leadership. All schools receive Tier I supports that include monthly visits by district staff, intervention materials, teacher training and ongoing professional learning, and coaching support. Tier II and III school support includes increased frequency and intensity of District support and oversight through the deployment of District Literacy Specialists, quarterly Instructional Review visits, and targeted professional development.

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?

Beginning of year principal meeting with follow up at monthly meetings

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?

Conducting PD at monthly Reading Coach meetings and providing District Literacy Support to coaches who demonstrate a need for additional PD

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

Principal Supervisors and District Literacy staff

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

Coaches submit weekly Coaching Logs which are reviewed by District Literacy staff.

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

Principal supervisors and District literacy staff monitor reading coach activities to ensure activities are strategically aligned with school and district priorities. District literacy staff oversee and support a cadre of schools and are the direct point of contact for coaching concerns.

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?
Scholastic Reading Inventory	Grade 6 – 10 students scoring below proficient on state-wide assessment	Progress Monitoring, Diagnostic	Fluency, Vocabulary, Comprehension	3 x A Year
Scholastic Phonics Inventory	Grade 6 – 10 students scoring below proficient on state-wide assessment with a Reading Inventory score below 600	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics	3 x A Year
i-Ready	Grades K-5	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
STAR Early Literacy	All kindergarten students	Screener, Progress Monitoring, Summative	Phonological Awareness, Phonics, Vocabulary, Comprehension	Annually
District Developed Assessment	All Kindergarten students	Screener, Progress Monitoring, Summative	Phonological Awareness	Quarterly
District Developed Assessment	All Kindergarten students	Screener, Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics	Quarterly
Dolch High Frequency Word Assessment	Grades K, 1, & 2	Screener, Progress Monitoring, Formative Assessment	Oral Language, Fluency	Quarterly
District Developed Assessment	District created Fluency and Comprehension Rubric	Screener, Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly
Scholastic Phonics Inventory	Grade 6 – 10 students scoring below proficient on state-wide assessment with a RI score below 600	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics	3 x A Year
District Developed Assessment		Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Quarterly

District-Level Monitoring - Part B

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

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

- Executive Director, Teaching and Learning
- District Literacy staff
- Principal Supervisors

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

New curriculum maps reflect the expectations of the new B.E.S.T. Standards and incorporate district wide instructional routines anchored in the use of new instructional materials. District staff, including principal supervisors and ELA content specialists, will visit schools, at minimum, on a monthly basis for the purpose of observing literacy instruction, attending grade level PLC meetings, and school leadership team meetings. District support will be provided as needed to support school implementation.

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

District staff, including principal supervisors and ELA content specialists, will visit schools, at minimum, on a monthly basis for the purpose of observing literacy instruction, attending grade level PLC meetings, and school leadership team meetings. District support will be provided as needed to support school implementation.

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

The District will be highlighting cross-curricular connections in the new ELA curriculum maps and will identify district wide learning goals that reflect science and social studies content. District content area Coordinators will provide literacy PD at monthly Department Chair and coach meetings. District Literacy staff and school-based Reading Coaches will support content area teachers in the incorporation of literacy instruction.

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

School principals have the responsibility to ensure that all students receive high quality grade level instruction with appropriate support and interventions when applicable. When data indicate that students are not making progress, district staff (principal supervisor, curriculum coordinator and others as appropriate) may visit classrooms to identify instructional concerns and develop a plan of support. Persistent issues are addressed by Cabinet leadership during Data Dialogues.

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.

The District will engage in an ongoing assessment of the annual K-12 Reading Plan. Data collected from school visits will be used to assess the extent to which literacy instruction reflects the standards and the state and District expectations as set forth in this plan. Administrators, literacy coaches and teachers will be asked to provide a quarterly update on implementation. Progress monitoring data will be reviewed quarterly to identify areas of strength and opportunities for improvement. This occurs during district wide Data Dialogues that include school teams and District staff. Instructional adjustments will be made based on data, with District support and oversight provided by District Literacy Specialists and Principal Supervisors.

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?

Principal Supervisors will review implementation during their monthly school visits

Who at the district level supports effective implementation?

Principal Supervisors and District Literacy Staff

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

Monthly data review with Principal Supervisors to identify areas in need of District Literacy support

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Principal Supervisors will review implementation during their monthly school visits

Who at the district level supports effective implementation?

Principal Supervisors and District Literacy Staff

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

Monthly data review with Principal Supervisors to identify areas in need of District Literacy support

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Principal Supervisors will review implementation during their monthly school visits

Who at the district level supports effective implementation?

Principal Supervisors and District Literacy Staff

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

Monthly data review with Principal Supervisors to identify areas in need of District Literacy support

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.

All grade 3 students who are predicted to score a Level 1 or 2 on the ELA FSA will be required to attend the District's Summer Reading Camp. This camp will provide five weeks of instruction, four hours a day by a qualified reading endorsed teacher. The District's Summer Camp curriculum includes the use of Reading Horizons, an evidenced based foundational skills curriculum that reflects the science of reading (explicit, systematic and multisensory). Additionally, the District will incorporate a knowledge building component that is centered on high quality, grade appropriate text, building students' vocabulary, speaking and listening and reading and writing skills.

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.

CCPS will utilize a state GEER grant to offer a Summer Literacy Camp to students in grades K-1 attending identified schools with the largest achievement gaps. Additionally, all grade 2 and grade 4 students who are scoring below grade level on the District's progress monitoring assessments will be invited to attend Summer Literacy Camp. This camp will provide five weeks of instruction, four hours a day by a qualified reading endorsed teacher. The District's Summer Camp curriculum includes the use of Reading Horizons, an evidenced based foundational skills curriculum that reflects the science of reading (explicit, systematic and multisensory). Additionally, the District will incorporate a knowledge building component that is centered on high quality, grade appropriate text, building students' vocabulary, speaking and listening and reading and writing skills.

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.)

247

Students who demonstrate a reading deficiency in grades K-2

807

Students who score Level 1 in grades 4-5

181

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.)

43%

Students who demonstrate a reading deficiency in grades K-2

74%

Students who score Level 1 in grades 4-5

27%

Parent Support through a Read-At-Home Plan

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

The district is developing a read-at-home plan which will include resources and literacy activities for parents to implement. In addition to that plan the district provides the following resources:

- Family Literacy ideas on CCPS Website
- Family Literacy evening events
- Canvas modules for continued reading during winter, spring and summer breaks
- JRF! Parent letters

Who at the district is responsible for monitoring this requirement?

Elementary and Secondary ELA Coordinators

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?

- District curriculum maps provide specific instructional expectations for use of evidence-based reading instruction for both foundational skills and reading comprehension
- Principals and District literacy staff monitor classroom instruction
- Expectations are reviewed and reinforced at monthly coach meetings
- Teachers plan collaboratively with Reading Coach
- Administrator conduct classroom walk throughs and observations
- Lesson plan review

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

Principal Supervisors and District Literacy Staff

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?

- District curriculum maps provide specific instructional expectations for use of high quality texts included in the District-adopted instructional materials
- Principals and District literacy staff monitor classroom instruction
- Expectations are reviewed and reinforced at monthly coach meetings
- Teachers plan collaboratively with Reading Coach
- Administrator conduct classroom walk throughs and observations
- Lesson plan review

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

Principal Supervisors and District Literacy Staff

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

How does the district support and monitor implementation?

- District curriculum maps provide explicit expectations and instructional routines for differentiated support
- Time for small group instruction is included in the literacy block with additional District resources provided
- Principals and District literacy staff monitor classroom instruction
- Expectations are reviewed and reinforced at monthly coach meetings
- Teachers plan collaboratively with Reading Coach
- Administrator conduct classroom walk throughs and observations
- Lesson plan review

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

Principal Supervisors and District Literacy Staff

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.

6 components of reading

- Professional Learning opportunities
- Pacing Guides
- Curriculum Maps
- Standards aligned instructional materials

4 types of Assessment

- Screening & Diagnostic
 - K-5: iready
 - 6-12: Scholastic Reading Inventory, Scholastics Phonics Inventory
- Summative
 - K-2: iready Diagnostic
 - 3-12: Quarterly Benchmark Assessments
 - 6-12: Midterms, Finals, FSA, End of Course Assessment
- Formative
 - K: Phonological Awareness Inventory, Letter/Sound Identification

- o K-2: Dolch Words List
- o K-5: Running Record, Oral Reading Fluency,
- o 2-5: Weekly Standards Mastery Assessment
- Progress monitoring:
- o K-5: iready Growth Monitoring, iready Teacher Assigned Lessons
- o 6-12: Lexile level, Read 180 Key Ideas and Details

Tiered Support

- Professional Learning
- Professional Learning Communities (PLC), including parent involvement
- Data based problem solving (building level leadership team)
- Early Warning System
- Providing reading endorsement classes through the District at no cost to teachers
- Intervention time built into master schedule
- Standards aligned instructional materials
- 1:1 device initiative and Microsoft suite options (text to speech, speech to text)
- Evidence based supplemental instructional materials
- o Explicit multisensory instruction

How does the district support and monitor implementation?

- Monthly monitoring at the District level, including ensuring every student identified on the Early Warning System has an identified plan of support
- Monthly monitoring at the District level, evaluating the health of each school's MTSS
- Professional Learning Communities
- Core Reading Walk Through Guide (Look fors during instructional reviews)
- CLEM Principal evaluation process
- Staffing Model (District Coordinator and TSA's)
- Regular and ongoing Professional Learning (New Teachers, Administrators, School Level, and by request)
- Data Warehouse, a District built system used for reporting and data analysis serves as a central repository of integrated data from multiple sources

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

Principal Supervisors and District Literacy Staff

District staff from the Exceptional Education and Student Support Services Department

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:

Collier_Decision_Tree.pdf
<i>Collier Decision Tree</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.

If a student meets any of the following criteria, the student will be referred to the school's MTSS team to engage in the problem-solving process and triangulate all available student data to consider drafting a Student Success Plan (SSP) that includes tier 2 and tier 3 interventions, which will begin immediately and be delivered by a teacher who has the reading certification or endorsement. Progress monitoring will occur weekly to address any changes needed to advance closing the achievement gap.

- Elementary:

- o K-1: Student scores 50% or below on Letter/Sound Identification.

- o Student is reading at a Fountas and Pinnell level that is more than two grade levels below current grade.

- o Kindergarten- Students leaving kindergarten reading at a Level A or below.

- o 1st Grade- Students leaving first grade reading at a level B or below.

- o Student scores at or below the 25th percentile or below on the iReady Diagnostic.

- o Student scores below 50% on the Phonological Awareness Inventory.

- o Student scores two or more grade levels below current grade on oral reading fluency.

- o Student demonstrates mastery of 25% or below of grade level Dolch Words list.

- o Student scores 25% or below consistently on weekly standards mastery assessment.

- Secondary:

- o Student scores a Lexile level below 600 as indicated on the Scholastic Reading Inventory and below 20 on the Scholastic Phonics Inventory.

- o Student scores two or more grade levels below current grade on oral reading fluency.

- K-12:

- o Student scores at or below the 25th percentile on the Quarterly Benchmark Assessment.

- o Teacher recommendation to the school MTSS team based on demonstrated student performance that indicates a substantial reading deficiency (minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension).

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 schedule an additional hour within the school day
- The district reviews and monitors schools' master schedules for adherence

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

- Schools will ensure teachers providing intensive reading instruction are Reading Endorsed or Reading Certified as required by statute.
- No teacher with a VAM rating of Unsatisfactory or Needs Improvement will be responsible for providing Intensive Reading instruction.

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.
- Quarterly instructional reviews with district Literacy team
 - District Data Dialogues
 - School level data chats between school leadership (which includes Literacy Coach) and teachers
 - School MTSS team monitors the student success plans (SSP)
 - Regular MTSS meetings