

Duval County Public Schools



2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Berry, Brandie Director of ELA/Reading berryb@duvalschools.org 904-348-7857
Elementary English Language Arts (ELA)	Berry, Brandie Director of ELA/Reading berryb@duvalschools.org 904-348-7857
Reading Endorsement	Walker, Beverly Supervisor of Professional Development walkerb2@duvalschools.org 904-348-7747
Reading Curriculum	Berry, Brandie Director of ELA/Reading berryb@duvalschools.org 904-348-7857
Professional Development	Fenelon-Silva, Altina Supervisor of Professional Development fenelona2@duvalschools.org 904-348-7747
Assessment	Hays, Virginia Director of Assessment Services haysv@duvalschools.org 904-348-7850
Data Element	Wright, Corey Director of Data and Assessment wrightc8@duvalschools.org 904-390-2976
Summer Reading Camp	Berry, Brandie Director of ELA/Reading berryb@duvalschools.org 904-348-7857
Third Grade Promotion	Berry, Brandie Director of ELA/Reading berryb@duvalschools.org 904-348-7857
300 Lowest-Performing Elementary Schools	Berry, Brandie Director of ELA/Reading berryb@duvalschools.org 904-348-7857
Secondary ELA	Berry, Brandie Director of ELA/Reading berryb@duvalschools.org 904-348-7857

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 K-12 Reading Plan is shared with region superintendents and principals via Academic Services newsletter. It is shared with coaches, teachers, and support staff via the district-wide Weekly Briefing. It will also be posted in our internal curriculum guides and public-facing 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 54%

Goal for Plan Year

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

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

Duval County Public Schools (DCPS) is implementing World of Wonders curriculum in all VPK classes and Frog Street in all district-operated Head Start programs. Additional supports are provided as needed in the areas of print concepts, phonological awareness, oral language, and mathematics as determined by student progress on the VPK assessment and the STAR Early Literacy exam. We have replicated the state's pilot of STAR Early Literacy in all VPK classrooms to determine students' readiness for kindergarten before leaving VPK. This allows us to better meet the needs of students and make adjustments to curriculum as indicated by the data.

To ensure that our VPK students continue learning over the summer, a 300-hour summer program will be offered for any student transitioning to kindergarten who did not complete 70% of their hours during the school year. Additionally, DCPS is providing a transition to kindergarten kit to every student who participated in a VPK program during the 2020-21 school year. We will also provide transition kits to 500 students enrolled in 25 low-performing preschools in Duval County. Parents and guardians will receive the FLDOE parent newsletter for kindergarten and a workbook for use during the summer months to help prepare students for kindergarten. We also hold online transition to kindergarten meetings with our district programs and community providers.

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	30	22	25	18	5	25	17	30	21	7
4	35	20	21	16	7	30	15	27	19	9
5	27	24	23	17	8	22	19	29	20	10
6	32	24	19	17	8	27	19	24	20	10
7	37	23	18	14	7	32	18	24	17	9
8	32	22	23	15	9	27	17	28	17	11
9	35	23	18	17	8	30	18	23	19	10
10	31	23	19	19	8	26	18	24	22	10

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%).

K-2 student literacy proficiency on the Spring i-Ready diagnostic will increase from 64.47% in June 2021 to 72.55 in 2021-22.

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.

K-3 grade levels have been prioritized for reading specialist positions, supplemental and intervention resources, professional development for B.E.S.T. standards, and summer reading camp.

School Literacy Leadership Teams

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

The K-12 Reading Plan is shared with region superintendents and principals via Academic Services newsletter and the district-wide Weekly Briefing memo. It is posted in our internal curriculum guides and public-facing website as well.

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

The roster of School Literacy Leadership Teams is communicated to the Director of ELA/Reading.

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

The Director of ELA/Reading will support and monitor School Literacy Leadership Teams.

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.

All district teachers complete a mandatory 5 hour training on dyslexia and the science of reading, which includes research and multisensory strategies for teaching phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies through an explicit, systematic, and sequential approach. As the B.E.S.T. standards and the newly adopted ELA resources are implemented, ELA teachers will be attending additional professional development sessions that include the science of reading content. The science of reading is incorporated into other professional development sessions whenever we are addressing reading instruction.

Principals schedule common planning times for grade levels or departments and the school leadership (principal, assistant principal, or coach) meets weekly with teachers to provide embedded professional learning through Professional Learning Community (PLC) structures. During these weekly meetings, teacher teams discuss standards, review student work and data, and plan upcoming instruction, providing relevant and differentiated professional learning for each team. Progress monitoring data identifies teachers in need of additional support, which can be provided by the site-based literacy coach or administrator, a district specialist, or through participation in school-level or district trainings.

District and state assessment data identify teachers who may be candidates to serve as mentor teachers or model classrooms. Principal and/or literacy coach recommendations confirm that teachers meet the criteria to serve in this capacity and in what areas.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

How are professional development requirements communicated to principals?

The requirement to schedule teachers in such a way that they have common planning times is included in the district Master Scheduling Guidelines, which is distributed to all principals by their region superintendents. Region superintendents and executive directors monitor the frequency and focus for each school's PLC meetings, professional development plans, and teacher supports.

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

The content of the ELA professional development sessions offered by the district are the responsibility of the director of ELA/Reading. Tracking completion of the required dyslexia course is the responsibility of the

executive director of professional development. School-based professional learning and teacher supports are monitored by the region superintendents and executive directors.

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.

District literacy specialists are deployed to schools based on school grades, district diagnostics and progress monitoring assessments, and 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?

These requirements impact district-level literacy specialists who report to the director of ELA/Reading. After receiving training, the district specialists meet with the principals of their assigned schools to discuss how they will provide support to the school using the Just Read, Florida! coaching model.

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?

District literacy specialists receive ongoing training in leading these high impact activities and complete daily logs recording the activities for each day. These logs are reviewed to ensure support to schools is high impact. Supervisors observe specialists conducting these activities and provide feedback.

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

The director and supervisors of ELA/Reading support and monitor activities of the district literacy specialists.

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

Specialists record their activities on a daily basis through a district dashboard that allows supervisors, directors, executive directors, regions superintendents, and the Chief Academic Officer to view the reports individually or in aggregate at the school or district level. These are viewed weekly to monthly, depending on the individual's role in supervising the support provided to schools by district literacy specialists.

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

New data sources, such as district progress monitoring assessments and/or diagnostics are analyzed by district and school leadership to identify positive or negative trends in students' performance by content area and grade at the district level, and by content area, grade level, and teacher at the school level. District literacy specialists may be reassigned based on changes in the data that indicate more critical needs exist elsewhere.

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	All K-2 students	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
STAR Reading	All 3rd-5th grade students	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Achieve 3000	All 6th-12th grade students	Diagnostic	Comprehension	3 x A Year
District Developed Assessment	All 3rd-10th grade students	Formative Assessment	Vocabulary, Comprehension	Quarterly
FAIR-FS	9th-12th grade students who are scoring substantially below on FSA or Achieve3000	Screener	Phonics, Vocabulary, Comprehension	Annually

District-Level Monitoring - Part B

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

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

The chief academic officer, the chief of schools, the region superintendents and executive directors, and the director of ELA/Reading all share responsibility for the oversight, support, and follow-up of the comprehensive reading plan.

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

Academic Services provides evidence-based resources and instructional guidance for teaching foundational reading skills through curriculum guides that are systematic and explicit. Instruction is supported at the school-level by principals, assistant principals, and literacy coaches.

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

Principals, assistant principals, and literacy coaches work with teachers in PLCs to review data and plan instruction as a result of the data analysis. Schools submit an action plan to region superintendents after each district progress monitoring assessment (PMA) detailing plans for remediation and small group instruction.

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

The ELA/Reading department serves as a support to the district content area teams by sharing best practices for literacy instruction in the content area classrooms and collaboratively identifying opportunities to infuse reading, writing, speaking, and listening strategies into curriculum guides as appropriate to deepen students' understanding of texts encountered in content area classes. The ELA/Reading department will offer training for content area specialists and teachers in incorporating literacy practices into content area instruction.

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

Concerns will be communicated via the region superintendent who supervises the school(s). Academic Services and the Division of Schools will collaborate with the principal to ensure the school has the supports needed to implement the reading plan effectively.

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 evaluate the implementation of the elements of the K-12 reading plan through a Qualtrics survey that will be disseminated to teachers, coaches, and administrators digitally. This will allow the district leadership team to analyze the results of the survey and identify elements in need of improvement.

Self Reflection Tool

Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

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?

Our administrators input their weekly walkthrough data into a district-created Qualtrics form that populates to a data dashboard. This allows the completion of walkthroughs to be monitored and the data to be examined for trends by school and region leadership. Assessment data is analyzed after each diagnostic or formative assessment is completed and action plans for instruction and intervention are shared with region leadership via the school's 4-step plan.

Who at the district level supports effective implementation?

Region superintendents, executive directors, and Division of Schools directors

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

Trends in schools' performance on each assessment are tracked and analyzed throughout the school year and across school years. Schools that do not show a positive trend in student performance receive additional support in conducting classroom walkthroughs, completing data analysis and action planning, and providing appropriate interventions for students.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Our administrators input their weekly walkthrough data into a district-created Qualtrics form that populates to a data dashboard. Rubrics and the ability to upload pictures of artifacts that support findings help to calibrate scores and provide context. This process allows the completion of walkthroughs to be monitored and the data to be examined for trends by school and region leadership.

Who at the district level supports effective implementation?

Region superintendents, executive directors, and Division of Schools directors

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

Trends in schools' performance on each assessment are tracked and analyzed throughout the school year and across school years. Schools that do not show a positive trend in student performance receive additional support in conducting classroom walkthroughs, completing data analysis and action planning, and providing appropriate interventions for students.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Assessment data is analyzed after each diagnostic or formative assessment is completed and action plans for instruction and intervention are shared with region leadership via the school's 4-step plan. Site visits are conducted to monitor the fidelity of the 4-step plan implementation efforts. The MTSS process

is used to address the needs of individual students who are not responding to the instruction and remediation provided.

Who at the district level supports effective implementation?

Region superintendents, executive directors, and Division of Schools directors

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

Trends in schools' performance on each assessment are tracked and analyzed throughout the school year and across school years. Schools that do not show a positive trend in student performance receive additional support in conducting classroom walkthroughs, completing data analysis and action planning, and providing appropriate interventions for students.

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.

Our district provided a summer reading camp option for any third grade student who had not earned a promotion through FSA or a Good Cause Exemption. The Duval summer reading camp curriculum for third grade was created in collaboration with Integrity Literacy Solutions. It meets the recommendation of the Improving Reading Comprehension in Kindergarten through 3rd Grade Practice Guide, published by the National Center for Education Evaluation and Regional Assistance, to explicitly teach students how to use reading comprehension strategies. This recommendation was evaluated by What Works Clearinghouse and was found to have Strong levels of evidence. Students also receive explicit and systematic instruction in foundational skills as appropriate based on students' needs. Teachers with a reading endorsement or certification are prioritized for hiring in the third grade summer camp as a condition of our MOU with the teachers' union.

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.

A summer reading camp was offered to students in the Lowest Performing Quartile who had completed grades K-5 during the 2020-21 school year. Students received daily instruction in Reading Comprehension, Writing, Phonics/Word Study, and Vocabulary using Teacher Created Materials Exploring Reading and Building Vocabulary resources. This instruction is supported by the following research:

- What Works Clearinghouse "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade" Practice Guide: Practice 3: Teach Students to decode words, analyze word parts, and write and recognize words [Strong Evidence]
- What Works Clearinghouse "Foundational Skills to Support Reading for Understanding in Kindergarten

Through 3rd Grade" Practice Guide: Practice 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. [Moderate Evidence]

-What Works Clearinghouse "Teaching Elementary Students to Be Effective Writers" Practice Guide: Practice 2: Teach students to use the writing process for a variety of purposes. [Strong Evidence]

-What Works Clearinghouse "Improving Reading Comprehension in Kindergarten Through 3rd Grade: Practice 1: Teach students how to use reading comprehension strategies [Strong Evidence]

--What Works Clearinghouse "Improving Reading Comprehension in Kindergarten Through 3rd Grade: Practice 2: Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content [Moderate Evidence]

- John Hattie's effect sizes from "Visible Learning for Literacy":

Classroom Discussion [.82]

Feedback [.75]

Vocabulary Programs [.67]

Comprehension Programs [.60]

Direct Instruction [.59]

Phonics Instruction [.54]

Writing Programs [.44]

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.)

2,888

Students who demonstrate a reading deficiency in grades K-2

2,838

Students who score Level 1 in grades 4-5

5,936

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

15%

Students who score Level 1 in grades 4-5

8%

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.

After the district diagnostic window closes, schools use the decision trees to determine which students are considered substantially below grade level. A parent/guardian letter that explains the reading deficiency and the implications for the student is sent home. The letter requires a signature and invites the parent/guardian to schedule a conference with the teacher to discuss the information in more detail. Grade-level pamphlets provide families with guidance on literacy activities that parents/guardians can implement at home to support their student's reading development. We currently have a partnership with Read USA and Scholastic Inc. to provide books and suggestions for literacy activities to do at home to all K-5 students over the summer. VPK students will receive summer kits to extend their home learning throughout the summer. Our Parent Academy sessions provide training and suggestions to families on how to engage in literacy activities over the summer in a fun, engaging manner that helps avoid summer learning loss.

Who at the district is responsible for monitoring this requirement?

The director of ELA/Reading is responsible for monitoring this requirement.

Assessment, Curriculum, and Instruction

Requirements - Part A

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

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

How does the district support and monitor implementation?

The district provides master schedule guidelines, instructional frameworks, and sample schedules to assist schools in scheduling and instructional planning that includes a minimum of 90 minutes of uninterrupted ELA instruction in grades K-5. A scope and sequence for reading instruction that follows the Science of Reading research is provided through the district curriculum guides. Schools submit their schedules to region leadership and teachers submit lesson plans to school leadership. Classroom walkthroughs collect data that indicate levels of implementation.

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

The Chief Academic Office and Chief of Schools are responsible for supporting and monitoring this requirement.

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

How does the district support and monitor implementation?

The newly adopted resource for ELA instruction in K-5 is a content-based series with units on Life Science, Government and Citizenship, Technology, History, Culture and Geography, Earth Science, Economics, and Physical Science at every grade level. Classroom libraries contain at least 50% informational texts to provide additional access to texts on topics relevant to Social Studies, Science, and the Arts. K-5 students also have access to digital informational texts in Raz Kids and Freckle for independent reading at school and from home. Teachers and students in grades 3-12 across content areas have access to Achieve3000 as an instructional resource for informational texts that can be aligned to content area course objectives.

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

The director of ELA/Reading is responsible for supporting and monitoring this requirement.

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

How does the district support and monitor implementation?

The district provides master schedule guidelines, instructional frameworks, and sample schedules to assist schools in scheduling and instructional planning that includes small group differentiated instruction. Resources for conducting guided reading lessons and intervention lessons have been provided to schools for use during this time. This is monitored through classroom walkthroughs, lesson plans, and school schedules.

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

The Chief Academic Office and Chief of Schools are responsible for supporting and monitoring this requirement.

Florida's Revised Formula For Success - Part B

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

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

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

The district's instructional framework for ELA instruction includes phonological awareness, phonics, fluency, vocabulary, and comprehension. Oral language is infused throughout the ELA block, with intervention available for students in K-2 who demonstrate a language deficiency. The district's assessment strategy includes screening, progress monitoring, and summative assessments, with diagnosis tools available when additional information is needed.

Core instruction is tightly aligned to state standards and provides accommodations for students with disabilities on general standards and Access Points and for ELLs. Informational texts in each grade level's curriculum build background and content knowledge across content areas. Academic discourse opportunities and writing in response to reading are included in the lesson guidance for every text.

The district's MTSS process outlines the process and expectations for Tier 2 and Tier 3 interventions and ensures that all Tier 3 students have an IEP or PMP. Teachers of Tier 3 interventions must be certified or endorsed in reading.

How does the district support and monitor implementation?

The ELA/Reading department provides support to schools in the instruction of the six components of reading. The Data and Assessment Team works collaboratively with Academic Services to create and execute an assessment strategy that incorporates all the necessary types of assessments. The Office of School Improvement provides training and support to school in implementing the MTSS process.

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

The Chief Academic Officer and the Chief of Schools are responsible for this requirement.

Assessment/Curriculum Decision Trees - Part C

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-2. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;
- Target audience (grade level);
- Performance criteria used for decision-making for each instrument;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;
- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and
- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format

The following documents were submitted as evidence for this section:

2021-22_K-12_Comprehensive_Evidence-Based_Reading_Plan_Decision_Trees_Duval_FINAL.pdf
<i>2021-22 Decision Trees</i>
Document Link

Identification of Students with a Substantial Reading Deficiency

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

After students complete the district diagnostic, scores are reviewed to identify students falling into the Substantially Below category at each grade level. A district-generated report is shared with principals to assist in identifying students in need of Tier 3 intervention and a PMP.

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.

Our L300 schools include an addition 60 minutes of intensive reading instruction during the school day.

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

In schools classified in the Lowest 300, Academic Services and Human Resources collaborate to ensure the teachers planning and delivering reading instruction have demonstrated effectiveness in teaching reading. VAM and district growth scores are used to determine effective and highly effective teachers in this area. Our internal data system compares each teacher's VAM/growth, progress monitoring assessments, grade distribution, and attendance data with other teachers in their subject area at the district, region, school, and grade level. The system also compares how the teacher's students at each level (1,2,3,4,5) performed based on the same criteria mention above

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:

- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;
- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and
- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

The additional hour is embedded during the school day for all students in the Lowest 300 in grades K-5. The district uses small group instruction combined with push-in and pull-out methods of remedial activities for students. Each student's data (state, district, and progress monitoring) is analyzed to determine the most effective method of delivering the remediation to meet each student's need. Resources available to schools include Reading Mastery, Corrective Reading, Leveled Literacy Intervention, and Lindamood Bell's Seeing Stars.