

Escambia County School District



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	Marsh, Melissa K-12 English Language Arts Specialist mmarsh@ecsdfl.us 8504695525
Elementary English Language Arts (ELA)	Marsh, Melissa K-12 English Language Arts Specialist mmarsh@ecsdfl.us 850-469-5525
Secondary ELA	Rowell, Jessica Secondary ELA Specialist jrowell@ecsdfl.us 850-469-5409
Reading Endorsement	Marsh, Melissa K-12 English Language Arts Specialist mmarsh@ecsdfl.us 8504695525
Reading Curriculum	Marsh, Melissa K-12 English Language Arts Specialist mmarsh@ecsdfl.us 8504695525
Professional Development	Alaback, Brian Director of Professional Learning balaback@ecsdfl.us 850-595-0030
Assessment	Hazewinkel, Nate Director of Evaluation Services nhazewinkel@escambia.k12.fl.us 850-469-5386
Data Element	Harris, Penelope Coordinator of Management Info Systems pharris1@ecsdfl.us 850-429-2916
Summer Reading Camp	Marsh, Melissa K-12 English Language Arts Specialist mmarsh@ecsdfl.us 8504695525
Third Grade Promotion	Thomas, Patti Director of Elementary Education pthomas@ecsdfl.us 850-469-5494
300 Lowest-Performing Elementary Schools	Thomas, Patti Director of Elementary Education pthomas@ecsdfl.us 850-469-5494

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 Escambia County K-12 Comprehensive Evidence-based Reading Plan is posted on the Escambia County School District website, and shared at principal and school representative

meetings. Notices about the plan are published in ELA Newsletters and in the weekly Director's Dialogue.

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 48%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 51%

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

Through a partnership with ECARE, the Escambia County School District Pre-K program offers ReadyRosie parent engagement app subscriptions to children in VPK. In addition, our school district and the community have worked together to register as many 4 year olds as possible in VPK and/or Head Start programs. The ECSD ELA Department also provided a virtual presentation on reading at home for the first ever Parent University session. Parent University is an initiative of Achieve Escambia and other community partners who provide Parent University for parents with any age child. The ECSD ELA Department also partners with The West Florida Public Library to encourage more reading at home. Currently the WFL Public Library has a 1000 Books Before Kindergarten challenge. Parents can log minutes read on the Beanstack app. Through the partnership, family Beanstack accounts can be linked so that when children enter public school, their reading history can be acknowledged and celebrated.

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	23	24	29	18	6	19	20	33	20	8
4	29	22	25	18	6	25	18	29	20	8
5	26	29	23	17	6	22	25	27	18	8
6	32	28	20	14	4	28	24	24	18	6
7	37	25	20	14	4	33	21	24	16	6
8	35	25	22	12	6	31	21	26	14	8
9	34	24	21	16	5	31	21	25	17	8
10	32	25	21	16	6	28	21	25	18	8

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 kindergarten, increase the percentage of students scoring at or above the 53rd percentile on STAR Early Reading (district proficiency benchmark) on AP3 by 5% from (54%) to (59%).

For first grade, increase the percentage of students scoring at or above the 53rd percentile on STAR Early Reading (district proficiency benchmark) on AP3 by 5% from (55%) to (61%).
 For second grade, increase the percentage of students scoring at or above the 53rd percentile on STAR Reading (district proficiency benchmark) on AP3 by 5% from (50%) to (55%).

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.

Sixty percent of the Reading Allocation is spent on elementary literacy coaching, reading intervention teachers for K-3, Tier II and Tier III intervention materials for K-3 students, professional development on use of the materials including multi-sensory strategies, kindergarten software for progress monitoring, and Summer Reading Camp for at risk third graders. Expenditures from the allocation are also dedicated to grades K-5 through the purchase of Sonday Systems multi-sensory reading intervention materials and professional development for Tier III.

School Literacy Leadership Teams

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

Elementary, Middle School, and High School Level Directors in partnership with the English Language Arts Specialists communicate the requirement through principal meetings and the weekly Director's Dialogue. The Specialists provide support in the development and in the work of the teams.

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

Schools complete a Google form that is shared with Level Directors and the ELA Specialists.

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

The ELA Specialists support development of the school literacy leadership teams and report to the level directors those schools needing assistance in complying with the requirement.

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.

The English Language Arts Department offers professional development as outlined in the Professional Learning Catalog, including training in kindergarten and first grade assessment, multi-sensory phonological awareness and phonics instruction and intervention, vocabulary and word study, fluency, and text comprehension strategies. Frequency of these reading professional development opportunities are determined by teacher and administrator survey results, reading endorsement requirements, and trends in assessment and classroom walk-through data. Training is provided virtually, through on-demand videos, as professional learning community activities, and via in-person workshops. A monthly ELA newsletter highlights evidence based reading instruction practices. School administrators differentiate professional development opportunities based on progress monitoring, classroom walk-through data, and school improvement goals. They may request an after-school workshop on a topic, a book study, or individualized coaching or classroom modeling.

The Professional Learning Department and the Department of Human Resources work together to notify school administrators when a teacher needs to be assigned a mentor teacher and assists the school administrator to assign the properly credentialed teacher to serve as a mentor. Mentor qualifications include certification, number of years experience, Clinical Educator Training, and most recent evaluation rating (Effective or Highly Effective.) The Professional Learning Department tracks which teachers at each school site have the most recent Clinical Educator Training and creates an ad hoc report for school administrators to help them identify qualified mentors. Other mentorship programs include START Consulting Teachers (mentors for novice teachers) or District Mentor Teachers on Special Assignment who serve all teachers with a temporary teaching certificate.

Two functions of school Literacy Leadership teams will be to identify teachers whose classrooms will serve as models for ELA best practices and standards-aligned instruction and organize lesson study opportunities to build a culture of collaboration in the school. The Director of Professional Learning partners with Level Directors who work directly with school principals in regards to student and teacher master schedules. Common planning and scheduled PD session opportunities are two of a number of factors that are reviewed when working with principals about their school schedules. The 2021-22 school year will include six learning days for common planning and professional development.

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?

Requirements are communicated in the weekly Director's Dialogue and via emails sent directly to principals and assistant principals as well as to appropriate teachers. Required PD information is also posted on the Professional Learning website.

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

The Professional Learning Department manages access to reports and PD transcripts through the ECSD Professional Development Management System. The Certification office in the Human Resources Department verifies who has completed professional development requirements for recertification and reading endorsement. Each Director/Specialist who manages the various PD course offerings that are required for recertification or by state rule communicate to employees about the rule and share course offerings to the appropriate employees via newsletter, Director's Dialogue, e-mail, and postings in the Professional Development Management System.

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.

Schools (K-12) whose progress monitoring data reflects the lowest percentage of proficiency (including Elementary Schools on the list of 300 Lowest Performing Elementary Schools and Differentiated Accountability Schools) receive coaching services from district itinerant literacy coaches, teachers on special assignment and district Reading Specialists. Multiple metrics are evaluated to determine the level of district support at school sites: student achievement (% proficient, % learning gains, % lower quartile learning gains, ESSA subgroup data), professional capacity (% of teachers with fewer than 3 years of experience, % alternatively certified, administrative experience), and supportive environment (availability of site-based coaching and/or administrative collaboration). Input from Grade Level Directors and the Office of Continuous Improvement are also considered, as are requests for coaching submitted by site-based personnel.

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?

Principals of the schools on the list of 300 lowest performing schools and secondary schools with high numbers of prior level 1's are made aware of the coaching structure in data meetings. Information regarding the role of the district literacy coaches is included in the request for coaching form. Those completing the form acknowledge the work and role of the literacy coach.

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?

Teachers on special assignment and itinerant literacy coaches meet weekly to discuss school requests for coaching services. A coaching cycle frames their work. It begins with a pre-conference to look at student work or data and formation of an action plan. Professional development follows which may involve planning, modeling, or visiting other teachers' classrooms. Debriefing or follow up sessions provide feedback and help in determining next steps. Coaches keep a daily log of interactions with teachers that helps them reflect on their work and determine where efforts need refocus.

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

The Elementary and Secondary ELA Specialists review the coaching logs and debrief about coaching encounters in weekly meetings.

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

Meetings are held weekly. Coaching logs are reviewed monthly.

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

The Office of Continuous Improvement Data Scientist provides data projections for student performance on state assessments, which is shared with Grade Level Directors and school-based administration. In addition to data, classroom observations are taken into consideration to assist the ELA Specialists in prioritizing the level of support provided by district coaches and teachers on special assignment according to the request, progress monitoring data, and teachers with the least experience.

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?
District Developed Assessment	Students entering the Rtl process	Screeners	Oral Language	Annually
IDEA Proficiency Checklist	ELL Newcomers	Screeners	Oral Language	Annually
FLKRS	Kindergarten students	Screeners	Phonological Awareness, Phonics, Vocabulary, Comprehension	Annually
STAR Early Literacy	Kindergarten and First Grade Students	Screeners, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	Quarterly
STAR Reading	Grades 2-10	Screeners, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
i-Ready	Grades K-5	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Oral Reading Fluency (ORF)	Grades 1-5 and Grades 6-12 Intensive Reading Students	Screeners, Progress Monitoring	Fluency	Quarterly
CORE Maze Comprehension	Grades 6-12	Screeners, Progress Monitoring	Comprehension	3 x A Year
San Diego Quick Assessment of Reading	Grades 6-12	Screeners, Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
GRADE (Group Reading and Diagnostic Assessment)	Grades 6-12 in Intensive Reading	Screeners, Progress Monitoring, Diagnostic	Phonics, Comprehension	3 x A Year
District Developed Assessment	First Graders	Progress Monitoring		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?

The Assistant Superintendent for Curriculum, The Directors of Elementary, Middle and High School Education work in collaboration with the ELA Specialists to ensure plan implementation, follow up and further support.

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

District pacing guides and language arts course guidance are developed to ensure instruction from core materials include explicit and sequential instruction of the six components of reading. Core materials

were adopted following the Science of Reading K-5 ELA Rubric and Core Questions Rubric. Materials used in language arts courses are standards-aligned and interventions are evidence-based.

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

Core reading materials include guidance in differentiating Tier I instruction based on student responses and unit assessments. In addition, teachers are encouraged to provide differentiated tier I instruction at the small group table for those students not quite meeting benchmark on progress monitoring tools, but who are not deficient enough to need the increased intensity of Tier II intervention.

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

The English Language Arts Department works in collaboration with other district specialists to support content area literacy. Literacy Leadership teams will implement literacy strategy across the curriculum as part of their work.

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

The Assistant Superintendent for Curriculum, and Directors for Elementary and Middle and High School Education communicate expectations that the K-12 plan should be followed. The District Data Scientist provides student achievement data to schools and the ELA Department assists schools in problem solving where the data is not indicating progress. Schools are encouraged to ask for support in determining interventions or providing coaching to teachers.

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 Data Scientist provides progress monitoring data from STAR360 to the ELA Specialists and Level Directors who review results for trends. ELA Specialists review core curriculum assessment data as indicators of strengths and areas needing improvement in instruction. Intervention data collected from the Student Information System provides information about implementation of strategies and programs on the intervention decision trees. Classroom walk-through data collected provides more insight into instruction and interventions. Participants of reading professional development, including reading endorsement courses, give feedback on the workshop or course so that improvements can be made. An annual survey is conducted seeking input from lead teachers, literacy leadership teams, and administrators to provide feedback on ELA Department support to schools, professional development needs, and family engagement supports. The Assistant Superintendent for Curriculum, the Level Directors, ELA Specialists, Data Scientist, ESE Director, and ESOL Representative review survey and assessment data to problem solve and identify strategies to increase literacy outcomes.

Self Reflection Tool

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

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

The following documents were submitted as evidence for this section:

No files were uploaded

School-Level Monitoring of Plan Implementation

School-level implementation - Part A

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

What process is in place to ensure effective implementation?

School administration and literacy leadership teams are charged with understanding components of the K-12 Reading Plan, including Florida's Revised Formula for Success, 6 + 4 + T1 + T2 + T3. Guidance is provided by the ELA Department.

Who at the district level supports effective implementation?

The Directors of Elementary, Middle and High School Education work in collaboration with the ELA Specialists to ensure plan implementation and support. The ELA Department provides coaching and classroom walkthrough guidance as well as professional development and curriculum resources.

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

The district Data Scientist aggregates reading progress monitoring data. School level administration reviews classroom walk-through data to identify professional development needs. Literacy leadership teams use the data to evaluate effectiveness of school-wide literacy initiatives.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

The Assistant Superintendent for Curriculum and the Level Directors outline expectations for school administrators to visit classroom weekly to look for standards-aligned ELA instruction and adherence to Florida's Revised Formula for Success, 6 + 4 + T1 + T2 + T3.

Who at the district level supports effective implementation?

The ELA Specialists work with a committee of school administrators to design a walk-through tool highlighting look-fors of standards-aligned instruction and Florida's Revised Formula for Success, 6 + 4 + T1 + T2 + T3. Level directors and ELA Specialists accompany school level administrators on walks.

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

The walk-through tool will contain links to resources and supports at point of use for issues easily rectified. Debrief sessions with ELA Specialists will be used to identify patterns and trends and then problem solve next steps for improving standards-aligned instruction. This may result in grade level professional development, resource re-alignment, individual coaching, schedule adjustment or classroom modeling.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

The district Data Scientist works in collaboration with the Department of Evaluation Services to collect data from STAR360, iReady and FSA and create projections of student proficiency including breaking

out the data for lowest quartile and other demographic subgroups. This data is shared with individual schools who hold data meetings every 10 days. School MTSS teams follow the reading intervention decision trees which outline data benchmarks to determine students in need of intervention. As MTSS teams problem solve student needs and interventions for Tier II or Tier III, they consult the intervention decision trees.

Who at the district level supports effective implementation?

The Directors of Elementary, Middle and High School Education work in collaboration with the ELA Specialists to ensure plan implementation and further support. The Coordinator of Student Services facilitates the work of MTSS teams in schools.

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

The principal or the assistant principal have small group grade level meetings, PLC discussions, or individual teacher conferences to discuss student growth. Administration monitors students in the RtI process through reports on the Student Information System. They request district coaching or professional development when supports for teachers are needed.

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.

In accordance with DOE order No. 2020-EO-07, the Escambia County School District submitted a Spring 2021 Education Plan. Summer programs in June of 2021 are part of the Spring Intervention Plan. Any third grade student who is performing at a level deemed to be equivalent to FSA level 1 or 2 according to correlations performed by the District Data Scientist using prior year data and correlations published by Renaissance and Curriculum Associates will be invited to participate in summer programs. Third grade students will be assigned to teachers who are reading endorsed and were highly effective on their most recent evaluation. Following the WWC Recommendation, "Teach students to decode words, analyze word parts, and write and recognize words (strong evidence), attending students will receive explicit, systematic phonics instruction from the HMH Into Reading Curriculum. All students will use iReady materials (promising evidence) and following the Recommendations in the WWC practice guides, participate in fluency and independent reading of connected text (moderated evidence), word study: instruction in roots and affixes (strong evidence), and the writing process (strong evidence). Students will also participate in STEM activities.

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.

In accordance with DOE order No. 2020-EO-07, the Escambia County School District submitted a Spring 2021 Education Plan. Summer programs in June of 2021 are part of the Spring Intervention Plan. Any student (K-5) who is performing at a level deemed to be equivalent to FSA level 1 or 2 according to correlations performed by the District Data Scientist using prior year data and correlations published by Renaissance and Curriculum Associates will be invited to participate in summer programs. Following the WWC Recommendation Teach students to decode words, analyze word parts, and write and recognize words (strong evidence), students in K-2 will receive explicit, systematic multi-sensory phonemic awareness and phonics instruction from the Wonders Core Curriculum and from the 95% Group Phonics

Summer Booster materials. Phonics scope and sequence will include: Kindergarten: letter sound correspondences including consonants (L-S specifically), short vowels, reading and writing CVC words; First grade: short vowels, consonant blends, consonant digraphs, long vowel silent e, and reading multisyllabic words; Second grade: (and low 3rd): review of short vowels and initial and final blends; closed/open/long vowel silent e syllable types and inflectional endings; predictable vowel teams; unpredictable vowel teams; and vowel r combinations (ar, or, er, ir, ur) Following the WWC Recommendation "Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge" (promising evidence), K-2 students will also participate in knowledge and oral language building through dialogic reading activities with science texts. All students will use iReady materials (promising evidence) and following the Recommendations in the WWC practice guides, participate in fluency and independent reading of connected text (moderated evidence), word study (strong evidence) and the writing process (strong evidence). Students will also participate in STEM activities.

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

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

215

Students who demonstrate a reading deficiency in grades K-2

595

Students who score Level 1 in grades 4-5

359

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.)

48%

Students who demonstrate a reading deficiency in grades K-2

47%

Students who score Level 1 in grades 4-5

54%

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.

A customizable reading plan template is provided to schools. Provision of the read-at-home plan for parents of students identified with a substantial deficiency is outlined in the K-12 Plan Reading Intervention Decision tree guidance. When a reading plan has been provided to the parents, a note is made in the student's SIS Progress Monitoring Plan. Partnerships for the engagement of families include Title I Parent and Family Engagement, Parent University, and The West Florida Public Library. Parent University is an initiative of Achieve Escambia and other community partners. The ELA department participated in the inaugural session of Parent University to discuss ways to help students read at home. Reading at home is also encouraged through a partnership with the West Florida Library and joint family Beanstack accounts. Beanstack is like a "fit bit" for reading. It is an app that helps families log their reading minutes. They can earn badges and read book reviews too.

Who at the district is responsible for monitoring this requirement?

The ELA Department collaborates with the Student Information System team and Student Services to pull reports regarding students in Tier 3 and records showing that read-at-home plans have been communicated to parents.

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?

Elementary schools are required to schedule a 90-minute uninterrupted block in the day. The ELA Department creates pacing guides and curriculum frameworks for the adopted Core reading program. The Core reading program was adopted using criteria from the Florida Department of Education Specifications for the 2020-21 Florida Instructional Materials Adoption K-12 English Language Arts, including the Features of Scientifically-Based or Evidence Based Core Reading Programs rubric. The frameworks and pacing guide prioritize explicit instruction of the six components of reading.

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

The elementary scheduling specialist assists schools to ensure their schedules include 90 uninterrupted minutes of language arts in the school day. The Elementary Level Director and the Elementary ELA Specialist collaborate to communicate the requirement and provide feedback to schools.

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?

Curriculum frameworks and pacing guides prioritize texts in the adopted Core reading program. The guides include titles from the B.E.S.T. Sample Titles and Civic Literacy Reading List.

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

The Elementary Level Director and the Elementary ELA Specialist collaborate to communicate the requirement and provide feedback to schools.

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

How does the district support and monitor implementation?

The ELA Department provides guidance for organization of the literacy block, to include suggestions for grouping students based on assessment data, and appropriate small group lessons to support student learning including: use of sound boxes, blending, practice with decodable texts, fluency instruction, retell routines, word sorts, comprehension self-monitoring, close reading with text dependent questions and sentence writing.

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

The Elementary Level Director and the Elementary ELA Specialist collaborate to communicate the requirement and provide feedback to schools.

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.

Core reading programs were adopted using criteria from the Florida Department of Education Specifications for the 2020-21 Florida Instructional Materials Adoption K-12 English Language Arts. The ELA Department creates pacing guides and curriculum frameworks for the adopted Core reading programs. This helps ensure that Tier I instruction is standards-aligned; includes accommodations for students with a disability, 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. The adopted programs district frameworks and pacing guides prioritize explicit instruction of the six components of reading in K-5 literacy blocks and grades 6-12 intensive reading classes.

ECSD utilizes STAR360 as a universal screener and progress monitoring assessment for grades K-10. District developed foundational skills tasks including assessment for letter and sound knowledge, phoneme blending and segmenting, decoding ability, word recognition, and fluency provide diagnostic data for grades K-3. Core reading program assessments and quarterly fluency probes provide progress monitoring data in grades 1-12. The Florida Standards Assessment provides summative data for grades

3-10. USA Testprep assessments provide summative data for grades 11-12.

Screening and progress monitoring data is used to identify students who perform below benchmark as outlined on the decision tree. The MTSS process determines the appropriate intervention and if appropriate, screening and progress monitoring data is used to identify students who perform below benchmark as outlined on the decision tree. The MTSS process determines the appropriate intervention and if appropriate, the student schedule is changed so that Tier 3 interventions are provided by a reading endorsed teacher. Interventions at the elementary school level occur outside of the 90 minute block so that intervention is in addition to core instruction. At the secondary level, a combined factor scale is used to identify students in need of intervention and they are scheduled to the appropriate intensive reading courses; reading screeners are administered upon placement in an intervention class to ensure proper assignment. Progress monitoring data and intervention plans are documented on a Progress Monitoring Plan in the Student Information Systems or is included with IEP or EL Plan review.

How does the district support and monitor implementation?

Assessment data, classroom walk through data, and reports created from the Student Information System (FOCUS) detailing the numbers of students identified as Tiers 2 and 3, are used to monitor adherence to the plan. Schools in need of assistance with scheduling, MTSS, or utilizing the district frameworks and pacing guides are provided support from the ELA Department or Student Services.

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

The ELA Specialists, Level Directors, Student Information System team and Student Services.

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:

2021-2022_ECSD_Elementary_Decision_Trees.pdf
<i>Escambia Elementary Decision Tree</i>
Document Link
21-22_ECSD_Secondary_Decision_Trees.pdf
<i>Escambia Secondary 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.

The assessment/curriculum decision trees provide direction to schools as they provide a multi-tiered system of supports. If a student scores at or below the 10th percentile on FLKRS or a STAR Early Literacy/STAR Reading assessment or meets any of the other following criteria:

Kindergarten:

Student scores a "U" on foundational skills assessed in the ECSD standards-based grading rubric

1st grade:

Student scores below independent on the Quarterly Decoding Progress Monitoring Probe

2nd -5th grades:

Student scores at or below the 10th percentile on Hasbrouck & Tindal (2017) ORF Norms

Additional diagnostics are administered to determine phonological awareness level, phonics level, and fluency scores to help determine focus of Tier 3 intervention and support.

6-12th grades:

ECSD Data Scientist works in collaboration with the Department of Evaluation Services to collect data from STAR360, GRADE, USATestprep (Florida Progress Platform), and FSA to create projections of student proficiency including data for lowest quartile and other ESSA subgroups. This data is shared with individual schools who hold data meetings every 10 days and is used to create a Combined Factor Scale (weighted average of data points) to help site-based administrators and MTSS teams determine which students are identified for interventions. The ECSD Secondary Screening Plan provides additional data that confirms that a substantial reading deficit may be the reason for a low CFS. The screener results are used by site-based administration and MTSS teams to determine student schedules, prescribed interventions, and duration of services. Students are screened for placement in a Tier 3 intervention if they meet the following criteria:

Scores at or below STRATEGIC on CORE MAZE Comprehension Test

Scores 3 grade levels or more below grade level (instructional) on San Diego Quick Assessment of Reading Ability

Scores below 25th percentile on grade-level oral fluency passage using Hasbrouck-Tindal Norms

Scores at INTENSIVE on CORE Phonics Survey

Scores below BENCHMARK on CORE Phoneme Segmentation Test

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.

All ECSD schools have an additional hour of language arts for a total of 150 minutes daily. Students not engaged in Tier III instruction will participate in literacy activities integrated with social studies, science or mathematics including text reading, discussion, and response to reading.

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

Thirty minutes is considered supplemental reading instruction which will include Tier II instruction for students identified with a reading deficiency. The second thirty minutes will be used as intensive intervention (Tier III) time for those students, who in addition to Tier I and Tier II interventions, will receive more intensive intervention from a reading endorsed teacher.

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.

Intensive reading instruction delivered during the additional hour of language arts will include phonemic awareness and phonics instruction following the best practices outlined in the What Works Clearinghouse, Foundational Skills to Support Reading for Understanding in K-3rd practice guide and comprehension practices outlined in What Works Clearinghouse, Improving Reading Comprehension in Kindergarten Through 3rd Grade. Students will participate in individualized instruction on iReady which is tailored to student need based on the iReady diagnostic. These activities include reading in social studies and science. Students will participate in literacy activities integrated with social studies, science or mathematics including text reading, discussion, and response to reading during this extra hour of language arts. Students identified as having a substantial reading deficiency as determined through screening and progress monitoring (STAR360) and the MTSS process, will receive more intensive intervention from a reading endorsed teacher who will provide more opportunities to practice and will provide more frequent feedback.