Gadsden County 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	McGriff, Tammy Assistant Superintendent for Academic Services mcgrifft@gcpsmail.com 8506279651
Assessment	McKinnon, Caroline Assessment Coordinator palmerc@gcpsmail.com
Summer Reading Camp	McGriff, Tammy Area Director for Academic Services, K12 mcgrifft@gcpsmail.com
300 Lowest-Performing Elementary Schools	McGriff, Tammy mcgrifft@gcpsmail.com
Professional Development	Petersen-Daniel, Ella Director of Professional Learning petersen-daniele@gcpsmail.com 850-627-9651
Data Element	Hale, Desmona Instructional Technology Data haled@gcpsmail.com 850-627-9651
Reading Endorsement	Petersen-Daniel, Ella Director of Professional Learning petersen-daniele@gcpsmail.com 850-627-9651
Third Grade Promotion	McGriff, Tammy Area Director of Academic Services, K12 mcgrifft@gcpsmail.com 850-627-9651
Reading Curriculum	McGriff, Tammy Area Director, Academic Services, K12 mcgrifft@gcpsmail.com 850-627-9651
Elementary English Language Arts (ELA)	Robinson, Ms. Lisa Director of Elementary Education robinsonl@gcpsmail.com 8506279651
Secondary ELA	Fisher-Jackson, Juliette Director of Secondary Education fisher-jacksonj@gcpsmail.com 8506279651

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.

As determined by COVID-19 CDC guidelines, the contents of this plan are being communicated by (1) posting the plan on the District's website for ease of access (2) holding electronic and/or face-to-face meetings with parent groups such as School Advisory Councils and PTAs, (3) holding school site staff meetings with reading leadership teams, coaches, classroom instructors and support staff (4) communicating via electronic mail and (5) by making printed copies available for pick-up at the District Office and schools.

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 51%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 60%

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

1. Identify a research-based curriculum for grades prekindergarten that is aligned with the Florida standards and is based on the science of reading.
2. Provide ongoing training to all teachers and paraprofessionals who teach and support Prekindergarten students in the implementation of the newly purchased curriculum.
3. Host vertically-aligned discussions with prekindergarten and kindergarten teachers so both level teachers will know expectations for each grade level.
4. Establish and host collaborative meetings with non-school prekindergarten/daycare programs to share information regarding the expectations and preparation for kindergarten.
5. Invite non-school prekindergarten teachers to attend professional learning activities.
6. Monitor student progress during the prekindergarten year .
7. Analyze data to determine effectiveness of program implementation.
8. Provide literature/books to all prekindergarten families.
9. Implement Accelerated Reader school-wide.
10. Celebrate student achievement.

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	38	31	23	7	1	20	30	30	17	3
4	49	26	18	6	1	20	30	37	10	3
5	49	28	16	6	1	42	20	25	10	3
6	39	31	19	9	1	47	20	20	10	3
7	41	28	19	11	1	34	25	25	13	3
8	39	26	23	8	4	35	20	25	17	3
9	41	30	20	6	2	34	20	30	12	4
10	40	32	17	9	2	36	25	25	10	4

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-1: Increase the percent of students scoring at or above grade level on Star Early Literacy by 5% from 43% to 48%.
Grade 2: increase the percent of students scoring at or above grade level on Star Early Literacy by 5% from 47% to 52%.
PreK: Increase the number of students scoring 500 on the Star Early Literacy by 5% from 51% to 56%.

District Budget for Research-Based Reading Instructions Allocation

Budget		
1	Research-Based Reading Instruction Allocation	$0.00
2	Estimated proportional share distributed to district charter	$0.00
3	Reading coaches assigned to elementary schools	$0.00
4	Reading coaches assigned to secondary schools	$0.00
5	Intervention teachers assigned to elementary schools	$0.00
6	Intervention teachers assigned to secondary schools	$0.00
7	Supplemental materials or interventions for elementary schools	$0.00
8	Supplemental materials or interventions for secondary schools	$0.00
9	Intensive interventions for elementary students reading below grade level	$0.00
10	Intensive interventions for secondary students reading below grade level	$0.00
11	Professional development	$0.00
12	Helping teachers earn the reading endorsement	$0.00
13	Summer reading camps	$0.00

14	Additional hour for 300 lowest-performing elementary schools	$0.00
	Total:	$0.00

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.

Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.

The district has elected to continue employing district instructional reading specialist whose services will focus on the schools listed on the Lowest 300 list, through the allocation. The specialists will provide coaching support to teachers at the school level, through professional development, modeling and instructional plan development. The district recognizes the need to address deficiencies early in education and has elected to begin implementation of the BEST Standards at grades Kindergarten - Second. The reading allocation, along with additional local and federal funding, will be used to cover the costs of stipends for teachers, paraprofessionals and administrators to receive training in standards implementation and implementation of the newly adopted high quality instructional materials for ELA. The district will also utilize the allocation to fund supplemental materials to be used to build the foundational skills in reading and for tiered instruction.

School Literacy Leadership Teams

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

-The requirement for School Literacy Leadership Team is communicated to principals during monthly principal leadership team meetings with the Superintendent and the Area Director of Academic Services.
-Weekly updates from Academic Services
-Informal communication between the district instructional specialists for reading and the principal.

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

Area Director, Academic Services
District Instructional Specialists for Reading
Director of Professional Learning

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

Area Director, Academic Services
District Instructional Specialists for Reading
Director of Professional Learning

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.

Professional development needs will be identified and scheduled accordingly through collaboration with the Professional Learning, Academic Services, and Human Resources Departments.
-B.E.S.T. Standards Trainings by District Instructional Specialists
-Curriculum Training by textbook publishers
-Individual, teacher-specific training based on student progress monitoring data
-Development of model classrooms and mentor teachers based on learning walks/walkthroughs
-Master schedules to reflect common planning time between grade levels, departments, etc. to facilitate on-site, ongoing PLCs

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?

-Communication between the office of Professional Learning and Academic Services occurs monthly to discuss and plan Professional Development opportunities
-Communication occurs during formal monthly principal leadership team meetings with the Superintendent and Area Director, Academic Services
-Weekly updates through Academic Services
-Informal communication between the district instructional specialists and the principal.

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

-Director of Professional Learning
-Area Director, Academic Services
-Director of Human Resources
-District Instructional Specialists

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

https://www.floridacims.org

Literacy Coaches

Literacy Coaches - Part A

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

The district will actively recruit reading coaches who are certified and hold a reading endorsement. All schools will employ a school-based reading coach or reading teacher funded through other district fiscal sources. Based on student performance data in reading, the District has two elementary schools that are presently on the Lowest 300 list. Additionally, one elementary school, one middle school and one high school are also identified for Comprehensive Support and Improvement (CS&I) by FLDOE. These schools will receive additional support from the district elementary and secondary instructional specialists. These were the determining factors for deliberate targeted coach services and supports.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
    - the major reading components, as needed, based on an analysis of student performance data;
    - administration and analysis of instructional assessments; and
    - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Requirements will be communicated to principals during the monthly Principal Leadership Team Meetings, through department updates, and communication with the Superintendent.

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?

The district instructional specialists for reading will meet monthly with site-based reading coaches/ teachers and provide ongoing professional development. The meetings will include student progress monitoring data reviews. Decisions on appropriate instructional adjustments will be discussed. Professional development needs, based on student data will be determined.

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

District instructional specialists for reading monitor the maintenance of coaching logs and tasks. During bi-weekly department meetings, the instructional specialists share updates regarding school support.

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

District instructional specialists review logs and meet with coaches/reading teachers monthly. During bi-weekly department meetings, the instructional specialists share updates regarding school support.

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

1. Data from the schools are analyzed by school administration, school literacy team, and district specialists.
2. Discussions with school principals are held to determine adjustments in instructional practices.
3. Discussions with district leadership are held to inform them of coaching assignments.
4. Discussions between school principals and the Area Director of PreK-12 are held to monitor and modify coaching focus.

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?
STAR Early Literacy	Prekindergarten, Kindergarten, Grade One	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Curriculum-provided assessment	Kindergarten, 1st – 5th Grade	Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
STAR Reading	2nd-10th Grade	Screener, Progress Monitoring, Formative Assessment	Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	K-8th Grade	Screener, Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Achieve 3000	9th-10th Grade	Screener, Progress Monitoring, Formative Assessment	Comprehension	3 x A Year
Write Score	4th-10th Grade	Screener, Progress Monitoring	Vocabulary, Comprehension	2 x A Month
		Summative	Fluency, Vocabulary, Comprehension	Annually
FSA	3rd-10th Grade	Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
FLKRS	Kindergarten			

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 Area Director, Academic Services will oversee implementation of the plan. Direct support from the District Instructional Specialists for Elementary and Secondary Education will follow-up with site administrators to ensure that any recommendations are followed.

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

Communicating formally during monthly departmental meetings by the Academic Services Department (which includes the Area Director and the District Instructional Specialists) that all teachers are utilizing the core curriculum that is aligned to the standards. Site based reading coaches/teachers and administrators will conduct walkthroughs to monitor instructional practices. The District Instructional Specialists will provide additional support to the schools that have been identified by FLDOE. The district will provide ongoing professional development rooted in the science of reading.

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

Information and instructional practices are discussed with school administrators during monthly Principal Leadership Team Meetings. District Instructional Specialists share information during onsite support

visits. Principals receive frequent communication via email. Lesson plans are submitted to the school principal or designee and are reviewed to ensure that small group differentiated small group instruction is occurring and meeting school needs.

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

Identifying and purchasing high-quality instructional materials

Requiring all teachers to attend B.E.S.T. Standards training

Encouraging teachers to become reading endorsed/certified

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

Concerns will be communicated formally during monthly departmental meetings hosted by the Academic Services Department (which includes the Area Director and the District Instructional Specialists).

Informal communication between the district instructional specialists assigned to each area will occur weekly and will document concerns. Identified concerns will be communicated to site administrators immediately and may serve as training topics during Principal Leadership Team Meetings (PLTM) that are held monthly.

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.

Goals established in the K12 CRP will be reviewed annually during the district's PLTM. Data will be analyzed to determine whether the district met the goals.

The Academic Services Department will review and analyze student performance data to determine whether goals were met, establish next steps and evaluate the effectiveness of strategies implemented.

School Literacy Teams will complete and submit annual needs assessments that will include a review of the strategies implemented, their effectiveness and any suggestions for change.

Action Plan meetings are scheduled three times a year at each school site. Individual support plans are created based on school needs.

Self Reflection Tool

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

The district must use the evlauation 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:

GADSDEN_Reflections_2020-2021.docx
The district is submitting the Self-Reflection tool that was provided by FDOE.
[Document Link](#)

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-level Reading Plan implementation - The plan is presented at the beginning of the year and is monitored by the site administrator and the school literacy team through walkthroughs, data chats, and professional development.

Who at the district level supports effective implementation?

Area Director for Academic Services

District Instructional Specialists for reading

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

Action Plan meetings scheduled are scheduled three times a year at each school site. Individual support plans are created based on school needs
The plan is referenced during data chats with teams/departments to ensure alignment. Agenda and notes from school-level meetings and data chats will document monitoring and will be reviewed by the Area Director for Academic Services and the District Instructional Specialists for Reading.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Documentation of weekly walkthroughs is shared with the School Literacy Team.
Discussions regarding effective practices are held.
Recommendations for teachers who need support are determined.

Who at the district level supports effective implementation?

Area Director for Academic Services

District Instructional Specialists for reading

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

Data is shared with teachers through informal conversations, written feedback, faculty meetings, grade-level meetings, and/or instructional evaluation tools. Then, PD and instructional needs as determined by the data will be planned/implemented. Monitoring and follow-up measures are put into place.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Data is reviewed weekly at the school level by teachers, grade-level teams, and school leadership. Data is reviewed monthly by the Instructional Specialists and discussed at the Principal Leadership Team Meetings.

Who at the district level supports effective implementation?

Area Director for Academic Services

District Instructional Specialists for reading

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

Student progress is discussed at bi-weekly data chats with grade-level teams and administrators. Discussing strategies, creating plans of action, targets, and identifying champions that will be responsible for monitoring will occur at the data meetings. Follow-up discussions and documentation will be established.

Summer Reading Camp

Reading Camp - Part A
For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- ◦ Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;

- ◦ Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- ◦ Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

Students in grade 3 who score a Level on the ELA statewide standardized assessment will be invited to participate in Summer Reading Camp. The evidence-based instructional materials that will be used are the core curriculum (HMH Journeys [ESSA Evidence-Strong], i-Ready Phonics for Reading [Promising: IES WWC.org], Florida Support Coach [Promising: IES WWC.org], and Building Vocabulary Kit [Promising: IES WWC.org]. All teachers are highly effective and reading endorsed/certified

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

No

If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.

N/A

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.)
81

Students who demonstrate a reading deficiency in grades K-2

Students who score Level 1 in grades 4-5

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.)
71%

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

Students who score Level 1 in grades 4-5
%

Parent Support through a Read-At-Home Plan

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

The district will implement the Just Read Florida's Take 20 plan to engage families in literacy activities.

Who at the district is responsible for monitoring this requirement?

Area Director of Academic Services
Office of Parent and Family Engagement

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?

Master schedules/teacher Schedules are reviewed by the Area Director of Academic Services and/or District Instructional Specialists to ensure proper time is allocated. The district provides curriculum and pacing guides of standards/evidence-based instruction. Monthly meetings with principals and the Area Director of Academic Services are held to discuss instructional practices. Action Plans visits are scheduled for 3 times/year and will address these areas. Lesson plans are submitted to principals or designee to ensure whole-group instruction is using evidence-based sequencing. Walkthroughs are conducted by school leadership team members and District Instructional Specialists.

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

Area Director of Academic Services

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?

Schedules are reviewed by the Area Director for Academic Services and/or District instructional specialists to ensure proper time is allocated. The district provides curriculum and pacing guides of standards/evidence-based instruction. Monthly meetings with principals and the Area Director for Academic Services are held to discuss instructional practices. Action Plans visits are scheduled for 3 times/year and will address these areas. Lesson plans are submitted to principals or designee to ensure whole-group instruction is using evidence-based sequencing. Walkthroughs are conducted by school leadership team members and District instructional specialists.

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

Area Director of Academic Services

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

How does the district support and monitor implementation?

Master schedules/Teacher Schedules are reviewed by the Area Director for Academic Services and/or District instructional specialists to ensure proper time is allocated. The district provides curriculum and pacing guides of standards/evidence-based instruction. Monthly meetings with principals and the Area Director for Academic Services are held to discuss instructional practices. Action Plans visits are scheduled for 3 times/year and will address these areas. Lesson plans are submitted to principals or designee to ensure whole-group instruction is using evidence-based sequencing. Walkthroughs are conducted by school leadership team members and District instructional specialists.

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

Area Director of Academic Services

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 newly adopted core curriculum is aligned to the B.E.S.T. Standards and on the State adoption list. The program is rooted in the science of reading and will address the six components of reading. The district will implement four types of assessments: STAR (screener, progress monitoring/formative), i-Ready (diagnostic, progress monitoring/formative assessment), curriculum-based assessment (progress monitoring/formative, summative), and FSA (summative). These assessments are administered respectfully as Baseline, Midyear, End year, and quarterly for progress monitoring. Determined by student performance, Tiered instruction will be provided as follows: Tier 1 instruction is standards-aligned core curriculum, incorporates UDL, provides supports for SWD and ELL students. Tier 2 instruction will meet all of Tier 1 expectations but will be implemented in addition to Tier 1 and be provided to students 3-5 times per week outside of the regular reading block. Tier 3 instruction encompasses all of Tier 1 and Tier 2 expectations but occurs 5 times per week outside of the regular reading block. Tier 3 will receive greater intensive small group and/or individual instruction.

How does the district support and monitor implementation?

Monitoring of implementation is conducted with walkthroughs; Review of teacher lesson plans; Learning walks

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

Area Director of Academic Services
Disrict Reading Specialist

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_K12_CERP___Decision_Trees___Updated_8-23-2021.pdf
Decision trees to support 2021-2022 K12 CERP
[Document Link](#)

Identification of Students with a Substantial Reading Deficiency

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

If a student scores below the 25th percentile rank or the scaled scores indicated below on STAR Early Literacy or STAR Reading or scores a Level 1 on the ELA FSA, the student is identified as having a substantial reading deficiency and will require immediate, intensive intervention.

Kindergarten- Scale score >437 on STAR Early Literacy or Profiles 1 or 2 on iReady Reading
1st Grade- Scale score > STAR Early Literacy or Profile Level 1 on iReady Reading
2nd Grade- Scale score of >217 on STAR Reading or Profile Level 1 on iReady Reading
3rd Grade- Scale score >312 on STAR Reading OR Profile Level 1 on iReady Reading OR FSA Level 1
4th Grade- Scale score > 407 on STAR Reading OR Profile Level 1 on iReady Reading OR FSA Level 1
5th Grade- Scale score > 475 on STAR Reading OR Profile Level 1 on iReady Reading OR FSA Level 1
6th Grade- Scale score >510 on STAR Reading OR Profile Level 1 on iReady Reading OR FSA Level 1
7th Grade- Scale score > 574 on STAR Reading OR Profile Level 1 on iReady Reading OR FSA Level 1
8th Grade- Scale score >597 on STAR Reading OR Profile Level 1 on iReady Reading OR FSA Level 1
9th Grade- Scale score >684 on STAR Reading OR 780-1045 Lexile Level on Achieve3000 OR FSA Level 1 10th Grade- Scale score >723 on STAR Reading or 835-1075 Lexile Level on Achieve3000 OR FSA Level 1

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.

To comply with Rule 6A-6.053(13), F.A.C. and Section 1011.62, F.S, both schools on the 300 lowest-performing elementary school list have added additional time to their school day in order to provide students with 150 minutes of literacy instruction. Master schedules are submitted to the Area Director for Academic Services for approval and to ensure compliance. Lesson plans are submitted to principals or designee to ensure instructional compliance. These schools will employ a site-based reading coach and teachers that will work with school administration and district specialists to monitor instructional implementation and compliance. District specialists are assigned to these schools to provide additional support.

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

These schools will employ a site-based reading coach that will work with school administration and district specialists to monitor instructional implementation and compliance. District specialists are assigned to these schools to provide additional support. Reading teachers will be provided to address the areas of deficiency, with emphasis at grades Kindergarten through second.

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.

Reading teachers will be provided to address the areas of deficiency, with emphasis at grades Kindergarten through second. Diagnostic data from FLKRS, Star Early Literacy and Star Reading will be analyzed to determine appropriate intervention and support. Instruction will be tiered based on performance data. All schools will utilize the BEST Standards at grades Kindergarten through second, as documented through walkthroughs and lesson plans. Reading instruction will be integrated in all subject areas.