

Jefferson 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
Elementary English Language Arts (ELA)	Howard, Allyn Assistant Principal ahoward1@somersetjefferson.org 850-997-3555 ext 600
Secondary ELA	Howard, Allyn Assistant Principal ahoward1@somersetjefferson.org 850-997-3555 ext 600
Main District Reading Contact	Howard, Allyn Assistant Principal ahoward1@somersetjefferson.org 850-997-3555 ext 600
Reading Endorsement	Howard, Allyn Assistant Principal ahoward1@somersetjefferson.org 850-997-3555 ext 600
Reading Curriculum	Roddenberry, Nicole Literacy Coach nroddenberry@somersetjefferson.org 850-997-3555
Professional Development	Barany, Shirrie ESE Director and Student Support sbarany@somersetjefferson.org 850-997-3555 ext 602
Assessment	Oliver, Courtney Assistant Principal cloliver@somersetjefferson.org 850-997-3555 ext 203
Data Element	Oliver, Courtney Assistant Principal cloliver@somersetjefferson.org 850-997-3555 ext 203
Summer Reading Camp	Roddenberry, Nicole Literacy Coach nroddenberry@somersetjefferson.org 850-997-3555
Third Grade Promotion	Oliver, Courtney Assistant Principal cloliver@somersetjefferson.org 850-997-3555 ext 203
300 Lowest-Performing Elementary Schools	Oliver, Courtney Assistant Principal cloliver@somersetjefferson.org 850-997-3555 ext 203

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.

Literacy team meetings include participants representing stakeholders invested in improving the student achievement outcomes. The following departments are represented on the Literacy team:

ESE, ESOL, Curriculum, Staff Development, Lead teachers, and the plan will be presented to the School Advisory Committee. Once approved the Reading Plan is shared with the School Advisory Committee (SAC) team. It is published for parents and families to view on the school website. Additionally, the Reading Plan is included in the Problem-Solving Team (PST) MTSS/RtI Procedural Guide and discussed during pre-planning week through professional development opportunities. The literacy team references and communicates the Reading plan during data chats and staff meetings.

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 32%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 35%

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

Increase frequency of outreach to community families for developmental screenings.

Collaborate with discretionary projects to ensure families are receiving available resources through the school district (Child Find, VPK, ESE Preschool programs)

Provide professional development to ESE Preschool and VPK staff for best practices

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	36	35	21	7	0	30	25	25	15	5
4	40	22	20	15	2	30	20	25	19	6
5	50	24	17	6	1	35	20	25	15	5
6	52	21	16	4	4	35	20	25	15	5
7	61	15	13	9	0	35	20	25	15	5
8	42	26	22	4	4	30	20	30	15	5
9	50	27	17	5	0	35	20	30	10	5
10	42	27	20	5	3	30	20	25	15	5

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 each grade, K-2, Jefferson County will increase the percentage of students currently scoring at or above grade level on the SAT-10 by 11 points, from an average percentile of 29 (2018-2019) to 40 (2021-2022).

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.

For each grade, K-2, Jefferson County will increase the percentage of students currently scoring at or above grade level on the SAT-10 by 11 points, from an average percentile of 29 (2018-2019) to 40 (2021-2022).

School Literacy Leadership Teams

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

The School Literacy Leadership team requirement is communicated to the principal at the administrator's meetings.

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

The roster of the School Literacy Leadership Team is communicated to the district Superintendent and the charter district's board of directors.

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

Courtney Oliver, Assistant Principal
Superintendent
Charter District Board members

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 will be required in the adopted core, supplemental, and intervention curriculums prior to the beginning of the school year. Differentiate and intensify professional development for teachers based on progress monitoring data will occur. These trainings will target phonemic awareness, phonics, vocabulary, comprehension, and listening skills with the integration of multi-sensory and explicit instructional strategies. The district reading coach will also train the staff in Systematic and Explicit Reading Instruction, with follow-up to differentiate and intensify understanding and practice through on-site data analysis and coaching. Teachers will attend quarterly data chats with the School's literacy leadership team to discuss the efficacy and fidelity of curriculum implementation while addressing individualized needs. Additionally, the School's literacy coach will attend weekly department meetings to provide feedback and strategies for improved practice. Teachers in need of modeling and support will be provided with opportunities to observe and work with mentor teachers in model classrooms. All ELA instructors have common planning and will meet weekly with the district reading coach for coaching, planning, and support.

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

How are professional development requirements communicated to principals?

The School's Literacy Leadership Team will meet with the school administrators to communicate the professional development requirements as well as a timeline of professional development implementation.

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

Courtney Oliver, Assistant Principal
Superintendent
Charter District Board members

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.?

No

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.

Jefferson-Somerset District Charter Schools are ranked in the low 300 of Florida's public schools. When reviewing performance data from subgroups of statewide assessments, all subgroups are impacted and in need of coach services and supports. The district reading coach is certified in Reading K-12.

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?

It is communicated to the principals by classroom walkthroughs, evaluations, weekly leadership, and Department meetings.

How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?

The coach keeps a binder with all logs that provide the times and instructional practices that take place daily.

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

The Charter District collaborates with Discretionary projects such FDLRS, MTSS-RTI to identify any professional development needs for the Literacy Coach to effectively implement the reading plan.

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

The data is reviewed Monthly and Quarterly. The Reading leadership team also analyzes growth targets to identify and determine if the achievement gaps are closing.

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

Based on the results of the data, the team determines the effectiveness of the instruction and interventions. If data is not meeting projected targets, the team conducts a needs assessment to revise interventions and determine what, if any, training opportunities may be needed to support the school's literacy goals.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
i-Ready	K-5	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
USA Test Prep	9-12	Progress Monitoring, Formative Assessment, Diagnostic, Summative	Vocabulary, Comprehension	Monthly
Study Sync	6-12	Formative Assessment, Summative	Vocabulary, Comprehension	Monthly
Lexia	K-12 Tier 3	Progress Monitoring, Formative Assessment, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
SRA - Reading Mastery	K-5	Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly

District-Level Monitoring - Part B

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

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

Principal, Cory Oliver Vice Principal, Andre Gainey Assistant Principal, Courtney Oliver Literacy Coach, Nicole Roddenberry ESE Director, Shirrie Barany

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

The district ensures the adoption of an evidence-based reading curriculum, and school teams provide professional development and coaching at the beginning and throughout the school year, relating to all core and supplemental instructional materials. The literacy coach trains ELA teachers in systematic, explicit reading instruction. Additionally, the district collaborates with discretionary projects, PS-Rtl, and FDLRS to engage in PLCs with teachers and staff. State Literacy Regional Reading Director, Kris Bray has provided all staff with training on the new B.E.S.T. Standards and will continue to support and coach instructional personnel in collaboration with DOE's BIS.

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

The district will administer diagnostic assessments (iReady) in August, December, and May to identify strengths and deficits of students. This will assist in instructional group placement for differentiation. Progress monitoring assessments administered monthly via iReady, in addition to tracking curriculum-based assessments will provide formative data to differentiate instruction based on student needs for re-teaching or enrichment. Data chats will be conducted quarterly, or monthly, as needed to make recommendations to the MTSS team and determine if needed.

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

The district collaborates with discretionary projects to provide professional development and PLCs in content areas such as science and social studies to integrate literacy instruction. During the extended day, identified instructional groups receive content area-based literacy instruction to reinforce skills/standards in ELA and their corresponding social studies or science standards.

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

Concerns regarding plan implementation are addressed during monthly/quarterly data chats, leadership team meetings, and MTSS meetings. Deficiencies in plan implementation are identified by revisiting the approved district reading plan and creating action steps to return to fidelity with implementation. If concerns continue, amendments to the plan may be made.

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's literacy and leadership teams will convene annually to analyze membership to ensure the appropriate individuals are included for plan development, implementation, and review. Additionally, the teams review teacher's class data and observations of instruction to determine if there are specific staff needs to implement the adopted ELA curriculum. The district literacy team collaborates with discretionary projects, such as FDLRS and PS-RtI, and vendors to ensure opportunities for professional development and professional learning communities. The school leadership teams will obtain teacher and support staff input via survey and questionnaire, analyzing feedback to identify areas for improvement and strengths. The district will review data points from iReady and student performance monthly to continuously monitor students' literacy outcomes to identify areas for improvement in the plan implementation.

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?

The school literacy team shares the reading plan with teachers and the MTSS team during pre-planning week and refers to it during quarterly data chats. Diagnostic and progress monitoring feedback is communicated monthly from the literacy coach. Additionally, the school literacy team shares the plan with families during SAC meetings.

Who at the district level supports effective implementation?

Superintendent,
Principal
Assistant Principal

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

The school's literacy team will convene with leadership to review walk-through data, class data, and feedback from MTSS team on the fidelity of the plan's implementation. These meetings will occur at least monthly.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Administrators will conduct weekly walk-throughs observing the use of curriculum, high-yield instructional strategies, differentiated planning, and/or assessment. The school leadership team will share out the observations during monthly meetings to literacy team, referring to the reading plan and ensuring components are in place. State Literacy Regional Reading Director, Kris Bray has provided all staff with training on the new B.E.S.T. Standards and will continue to support and coach instructional personnel in collaboration with DOE's BIS.

Who at the district level supports effective implementation?

Superintendent,
Vice Principal
Assistant Principal

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

Administrators will report feedback of walk-through data which includes observation of curriculum being used, strategies being implemented, and formative assessments being collected. Any areas in need of improvement will be shared with the literacy coach. The literacy coach will work with grade level and/or department leads to develop action plans addressing areas of need.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Upon administration of diagnostic and growth monitoring checks, the ESE Director will ensure collection and input of the data into grade level tracking spreadsheets. Students who fall below the grade level scale score threshold will be discussed during data chats and grade level meetings and referred to the MTSS Team if necessary. The MTSS Team will convene with literacy team members to coordinate problem-solving team (PST) meetings with parents and teachers to determine any interventions and supports that may be needed.

Who at the district level supports effective implementation?

Superintendent
Assistant Principal
ESE Director
Guidance Counselor
Literacy Coach

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

The ESE Director and Guidance Counselor will review the MTSS tracking spreadsheet and grade-level data sheets to ensure prompt reporting and documentation of data. When needs for improvement are identified, the ESE Director and/or guidance counselor will alert the teachers and literacy coach to adjustments that need to be made to ensure the process for implementation of interventions and support area addressed.

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.

Grade 3 students who scored a Level 1 on the statewide standardized assessment for ELA were invited to attend the Summer Reading Camp, running for 4 consecutive weeks from 8:00 am - 1:00 pm, Monday- Thursdays. The evidence-based instructional materials that will be used for Summer Reading Camp include (1) McGraw Hill (State Approved) Corrective Reading and (2) iReady (http://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf). Summer reading camp will be led by the district literacy coach with instruction provided by a highly effective, reading-endorsed teacher. All curriculum selected for the reading camp are evidence-based and provide a comprehensive, explicit, and systematic approach for phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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.

The Summer Reading Camp ran for 4 consecutive weeks from 800am-1:00pm, Monday- Thursday for Grades K-2 and 4-8. The evidence-based instructional materials that will be used for Summer Reading Camp include (1) Signature Series Reading Mastery (State Approved), (2) iReady (http://www.ectacfl.net/uploads/2/2/1/6/22162720/i-ready_essa_brochure_2017.pdf). Summer reading camp was led by the district literacy coach with instruction provided by a highly effective, certified teacher. All curriculum selected for the reading camp are evidence-based and provide a comprehensive, explicit, and systematic approach for phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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.)

10

Students who demonstrate a reading deficiency in grades K-2

77

Students who score Level 1 in grades 4-5

45

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.)

100%

Students who demonstrate a reading deficiency in grades K-2

74%

Students who score Level 1 in grades 4-5

76%

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.

Students in grades K-8 are able to access iReady at home year-round to support reading remediation, addressing each students' specific deficiencies. Parents are encouraged to attend Parent University teleconferences (Zoom) and communicate with the school's literacy coach and guidance counselor to learn how to support their children with the iReady program. Participation in iReady when school is not regularly in session continues to be monitored by the Literacy Coach, in which skill mastery can be adjusted as necessary to ensure students are working at the appropriate instructional levels. In accordance with House Bill 3 (New World Reading Initiative) K-5 students and families identified as reading deficit will receive reading materials to their home through the collaborative efforts of the district and UF Lastinger.

Who at the district is responsible for monitoring this requirement?

The literacy coach monitors the Read-At-Home Plan.

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?

Reading Block scheduled for 90-minute blocks utilizing Wonders Curriculum (State Approved), with classroom walk-throughs, and weekly reviews of lesson plans.

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

Administration and District Leadership Team, and Literacy Coach.

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?

Review of weekly lesson plans and Classroom walk-throughs to ensure literacy skills in social studies, science, and the arts is embedded in 90-minute reading block.

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

Administration, District leadership team, and Literacy Coach.

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

How does the district support and monitor implementation?

Administration and Literacy coaches will hold weekly data chats with teachers to provide guidance on statutory reading requirements to meet individual student needs according to data. Classroom walkthroughs during small group schedules.

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

Administration, District Leadership Team, and Literacy Coach

Florida's Revised Formula For Success - Part B

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

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

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

The district will ensure the adopted ELA curriculum is comprised of the six components of reading, possesses an ESSA rating of promising or higher, and is aligned to the Florida B.E.S.T. standards with a high effect score. Curriculum and district practices will ensure annual screening and diagnostic assessments using iReady and SRA placement exams, monthly growth checks and ORF assessments, and an end-of-year summative assessment that includes student portfolios, iReady end-of-year assessment, as well as the FSA-ELA and/or SAT-10 assessment. Adopted ELA curriculum comprehensively addressing needs of all student subgroups (e.g. SWD, ELL), as well as professional development and training/coaching in DI, explicit instruction, and UDL will be ensured by the literacy team. Students not making adequate progress will receive Tier 2 interventions from a standards-aligned and approved curriculum based on the Tier 2 Decision Tree from their general education and/or ESE teacher. Students who require the most intensive interventions will be identified using the Tier 3 Decision tree and receive support from a reading endorsed teacher in a pull-out setting.

How does the district support and monitor implementation?

Teachers implementing reading instruction will be trained on the adopted curriculum and intervention programs by the publishers/vendors as well as the MTSS/PST process (ESE Director/Guidance Counselor)

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

The literacy coach and administration will ensure the opportunities for professional development and coaching are available and provided to teachers and staff. The ESE Director will collaborate with discretionary projects for additional trainings related to DI, UDL, inclusive practices for SWD, and integrating reading into the content areas.

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:

Jefferson_2021-22_Decision_Making_Tree.docx.pdf
<i>Jefferson 2021-22 Decision Making 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 charter district administers the iReady diagnostic assessment three times annually to all students in grades K-10 to determine each student's present level of performance in reading. Students who perform two grade levels lower than their current assigned grade level are identified as having a substantial deficiency. Students scoring a level 1 on the FSA ELA exam in grades 3-10 are also considered students with a substantial deficiency in reading. Students are also considered to have substantial deficiencies in reading if they are continuously scoring below 70% on Curriculum-based assessments through the district adopted curriculum (Wonders, SRA). Once identified, these students are referred to the MTSS team.

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.

The scheduled school day includes an additional 60 minutes of reading intervention daily for all elementary students.

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 interventions are implemented by teachers who have received specific training on the curriculum used during the additional 60 minutes. Teachers either possess or are pursuing a reading endorsement, and/or have demonstrated effectiveness in reading as per formal evaluations and review of student performance data. Teaching staff is also trained by the literacy coach in Explicit and Systematic Reading Strategies. State Literacy Regional Reading Director, Kris Bray has provided all staff with training on the new B.E.S.T. Standards and will continue to support and coach instructional personnel in collaboration with DOE's BIS.

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.

Students are administered a diagnostic assessment in reading in which instructional groups are identified by student needs. A second data source includes SRA placement assessments for oral reading fluency. Intervention, push-in, and pull-out schedules are created based on the students' needs and progress monitoring occurs weekly and monthly using iReady growth checks and SRA curriculum-based fluency checks. The curriculum selected by the district for the intensive instruction utilizes explicit and systematic reading strategies with lessons integrating other content areas including social studies, science, and math.