Martin 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 | Blount, Shannon<br>Coordinator of Reading/Language Arts<br>blounts@martinschools.org<br>772-219- 1200 x30144 |
| Elementary English Language Arts (ELA) | Blount, Shannon<br>Coordinator of Reading/Language Arts<br>blounts@martinschools.org<br>772-219- 1200 x30144 |
| Secondary ELA | Blount, Shannon<br>Coordinator of Reading/Language Arts<br>blounts@martinschools.org<br>772-219- 1200 x30144 |
| Reading Curriculum | Blount, Shannon<br>Coordinator of Reading/Language Arts<br>blounts@martinschools.org<br>772-219- 1200 x30144 |
| Professional Development | Gray, Carole<br>Human Resources Technician<br>grayc@martinschools.org<br>772-219- 1200 x30218 |
| Assessment | Laws, Greg<br>Coordinator of Assessment<br>lawsg@martin.k12.fl.us<br>772-219- 1200 x30271 |
| Data Element | Capezzuto, Carmen<br>Systems Analyst, ET<br>capezzc@martinschools.org<br>772-219-1200 x30358 |
| Summer Reading Camp | Blount, Shannon<br>Coordinator of Reading/Language Arts<br>blounts@martinschools.org<br>772-219- 1200 x30144 |
| Third Grade Promotion | White, Mary<br>Director of Curriculum and Instruction<br>mcwillm@martin.k12.fl.us<br>772-219- 1200 x30180 |
| 300 Lowest-Performing Elementary Schools | Blount, Shannon<br>Coordinator of Reading/Language Arts<br>blounts@martinschools.org<br>772-219-1200 x30144 |
| Reading Endorsement | Gray, Carole<br>Human Resources Technician<br>grayc@martinschools.org<br>772-219-1200 |

## Communication of Plan Information

**Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.**

The Comprehensive Evidence-Based Reading Plan (CEPB) is shared in administrative back-to-school days with directors, principals and assistant principals. The CEPB is also shared with literacy

coaches who either communicate the information to their school-based, grade-level teams or the Coordinator of Reading/Language Arts will share during site visits. The Plan is shared at a Martin County School Board meeting and is posted to the English/Language Arts webpage on the Martin County School District website. Relevant content is also shared at multi-agency community meetings with the District's stakeholder partners.

## 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* 47%

*Goal for Plan Year*
*Kindergarten - % of Students "Ready" on FLKRS* 52%

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

Action Steps:
• Collaborate with Early Learning Coalition to identify community needs
• Hold PreK/K teacher transition meetings in the spring with both district staff and private child care providers
• Offer summer program for incoming K in two Title One school zones, extending hours this year by two daily
for a total of six hour day
• Offer/attend Professional Development focused on increasing literacy skills for district PreK/K programs
staff, invite local providers staff to attend
• Partner with State Regional Literacy Director (Jennifer Bacchiochi)

*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 | 28 | 19 | 26 | 21 | 5 | 18 | 24 | 29 | 23 | 6 |
| 4 | 30 | 22 | 21 | 20 | 7 | 20 | 27 | 23 | 22 | 8 |
| 5 | 19 | 27 | 25 | 20 | 9 | 10 | 31 | 28 | 21 | 10 |
| 6 | 20 | 25 | 22 | 23 | 10 | 10 | 30 | 24 | 25 | 11 |
| 7 | 24 | 25 | 23 | 18 | 10 | 14 | 30 | 25 | 20 | 11 |
| 8 | 24 | 24 | 23 | 18 | 10 | 14 | 30 | 25 | 20 | 11 |
| 9 | 23 | 24 | 23 | 22 | 9 | 13 | 28 | 25 | 24 | 10 |
| 10 | 18 | 22 | 23 | 25 | 12 | 10 | 25 | 25 | 27 | 13 |

*Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.*

*Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).*

This year will be the first time we are using the interim and unit assessments prescribed by our new K-5 adoption curriculum. Interim 1 will yield a beginning of the year score on a standards based assessment which can then be compared to the Interim 4 to show growth. For K-3 students, the expectation is that they increase in similar increments to what the 4th and 5th grade students show for growth on FSA ELA. For instance, if they score in the range comparable to a Low Level 1 (0-19% on Interim 1), they need to show growth to a mid Level 1 (21-35%) by the end of the year. If they score a Level 3 (70-79%), they need to grow to a Level 4 (80-89%). We do not have baseline data on this particular assessment from last year, and seeing as we are no longer requiring all our K-5 students to use iReady ELA diagnostic, the only literacy goals we can make at this time would be comparing across two different assessments.

## 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 2021-22, a rubric was evaluated using only K-3 data focused on substantially reading deficient students as determined by 2020-21 available data. We utilize district-based coaches to support schools with the most need; the one Low 300 school has a dedicated interventionist at their site, and the other school with

the most need has a full-time dedicated coach. The others primarily work to provide K-3 teacher and student supports with differentiated time allocated at each of the other 10 elementary schools; however, the predominance of their time will be at sites based on where data tells us there is a need. After eliminating coaches at the secondary level who were paid out of reading plan, the majority of the secondary schools were not able to support a coach full-time. Therefore, we have seen a need to support the secondary intensive reading teachers/students at all middle and high school sites implementing the new B.E.S.T. "Foundational Reading Skills for Secondary Students Needing Reading Interventions". The plan is to invest in one secondary district literacy coach for the coming year. The low 300 school and charter schools each receive a portion, and the 3rd grade camp costs are also budgeted. A small portion is allocated for supplemental materials for secondary schools and professional development; the remainder is for supplemental materials and/or interventions as well as intensive interventions for elementary schools with a focus on K-3 substantially deficient students. It is worthwhile to note that, in addition to funds allocated from the reading plan for the low 300 school, we are also utilizing ESSER II funds to provide our two neediest elementary schools two additional teachers focusing on reading in 1st-3rd grade ($260,000), two additional paraprofessionals ($99,000) and one Prevention Intervention Program Specialist at the low 300 school ($79,220) for a total of $438,220.00.

## School Literacy Leadership Teams

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

All principals attend a monthly Principal/Directors' meeting as well as a Principal/Assistant Principal meeting. This information is shared through both of those avenues. Additionally, at three leadership PD days in the summer, the requirements and process was shared.

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

The district level roster of the School Literacy Leadership Team will be submitted via Google Doc to the district Reading Contact as well as the Director of Curriculum and Instruction.

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

Along with the roster, the monthly agendas will be submitted and the district Reading Contact and the Director of Curriculum and Instruction will monitor and ensure compliance. Support will be given by the district Reading Contact and district reading coaches.

## Professional Development

**Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:**
- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;

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

- Identify mentor teachers and establish model classrooms within the school; and

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

All teachers have access to training in the area of integrating phonemic awareness, phonics, word study, spelling, fluency, vocabulary, and text comprehension strategies on our professional learning management system called Frontline. In addition, we will have a coach/specialist trained to deliver professional development in the area of Structured Literacy. This 40 hour course will run once per semester.

We utilize progress monitoring data to place our district instructional coaches at schools to support teachers and staff based on needs. With instructional coaches on campus, they can differentiate and intensify professional development as well as provide job embedded coaching.

We have a formal plan to develop mentors. Each school receives a specific number of allocations for "MartinMentors" , dependent upon teacher turnover and new teachers on campus. These mentors go through a year of development and learning including observation and feedback while working with a mentee. These "MartinMentors" will be the ones to establish model classrooms within their school. We will work with them on the model classroom structure and provide ongoing feedback.

All schools are required to provide time for Professional Learning Communities (PLCs) at a minimum of once per week as well as provide ongoing professional development. Each school will work with the Professional Development Department to outline and plan the school based learning that will occur through the use of a Professional Development (PD) Action Plan.

**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 requirements will be communicated to principals via email, monthly administrator meetings, and during the Professional Development Action Plan meetings.

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

The Coordinator of Professional Development is responsible for supporting and monitoring the professional development requirements and ensuring compliance.

## 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.**

Knowing that Reading Allocation funds were to be prioritized for K-3 substantially reading deficient students, K-3 data for Martin County's twelve elementary schools was examined. A rubric and matrix were created to evaluate schools' FLKRS data, percent proficient on third grade FSA ELA (from last available results), and number of students eligible for Tier 2 and 3 interventions based on their i-Ready reading scores. Based on that data, the district literacy coaches' time will be distributed accordingly. For instance, at our Low 300 elementary school, one coach will be allocated to their site full time. The school has since asked that the position be changed to an interventionist and is still funded out of the reading plan. Other schools earning the highest total scores warranted a district coach five days a week. Another district coach position for an additional elementary school, based on need, has been posted and was budgeted. As needed, supports will be deployed to other schools without full time coaching supports. The middle schools' and high schools' data will be used to distribute time accordingly at sites utilizing the new intensive reading curriculum supporting substantially reading deficient secondary students.

**Upload rubric, if applicable**
The following documents were submitted as evidence for this section:

| K-3_Rubric_2021-22.pdf |
| --- |
| *K-3 Rubric 2021-22* |
| [Document Link](#) |

| Middle_School_Rubric_2021-22.pdf |
| --- |
| *Middle School Rubric 2021-22* |

| |
|---|
| [Document Link](#) |
| High_School_Rubric_2021-22.pdf |
| *High School Rubric 2021-22* |
| [Document Link](#) |

**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?**

No

**If no, please attach the evidence-based model the district is using.**

The following documents were submitted as evidence for this section:

| MCSD_Coaching_Toolkit.pdf |
| --- |
| *MCSD Coaching Toolkit* |
| [Document Link](#) |
| Jim_Knight_Course_Syllabus.pdf |
| *Jim Knight Course Syllabus* |
| [Document Link](#) |

**If yes, please complete the next section:**

**How are these requirements being communicated to principals?**

NA

**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?**

NA

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

NA

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

NA

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

NA

## 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? |
|---|---|---|---|---|
| Lexia PowerUp Literacy | 6th-10th grade (intensive reading students) | Screener, Progress Monitoring | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | Monthly |
| FSA | Grade 3-10 | Summative | Vocabulary, Comprehension | Annually |
| i-Ready | Kindergarten through 5th grade | Progress Monitoring, Diagnostic | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 3 x A Year |
| easy CBM | Kindergarten through 5th grade | Progress Monitoring | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 2 x A Month, Monthly |
| Mondo Expressive Oral Language | Kindergarten through 5th grade | Screener, Progress Monitoring, Summative | Oral Language | 2 x A Month, Monthly |
| Phonological Awareness Skills Test | Kindergarten through 3rd grade | Screener, Progress Monitoring, Diagnostic | Phonological Awareness | 2 x A Month, Monthly |
| Benchmark Advance Interim Assessment | Kindergarten through 5th grade | Progress Monitoring, Diagnostic, Summative | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | Quarterly |
| Benchmark Advance Unit Assessments | Kindergarten through 5th grade | Summative | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | Monthly |
| Benchmark Advance Quick Check Assessments | Kindergarten through 5th grade | Progress Monitoring | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | 2 x A Month, Monthly |
| Adaptive Progress Monitoring | 3rd through 10th grade | Progress Monitoring, Formative Assessment, Diagnostic | Vocabulary, Comprehension | Annually |
| Savvas Unit Assessments | 6th through 12th grade | Summative | Vocabulary, Comprehension | Quarterly |
| FLKRS | Kindergarten | Screener | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | Annually |
| iXL Diagnostic | 9th and 10th grade students utilizing iXL | Progress Monitoring, Diagnostic | 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?**

Coordinators of varying areas, Reading/Language Arts, Professional Development, Assessment, Accountability, ESE, and ELL/Title 1 work collaboratively to provide plan implementation oversight, support and follow-up. As needs are assessed, assistance in the areas of core instruction, data analysis, intervention, teacher professional development, and student supports can be provided accordingly.

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

With this year's English Language Arts adoption, the core materials that were selected for K-5 have received high scores on the state review list in the Science of Reading. Also, any available ESSA evidence was solicited from the publisher. In addition, K-2 classes utilize Wilson's Fundations which is designed to be systematic, explicit, and multisensory; it also has strong evidence according to a review by an FCRR committee.

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

Formative assessments are built into the K-12 adopted core curriculum. A scope and sequence has been laid out by grade level on a yearly calendar. The formative assessments as well as summative assessments will be reviewed in weekly Professional Learning Communities (PLCs) /Collaborative Learning Team (CLT) meetings which utilize the PLC guiding questions to determine next steps for differentiating for when students have not learned something and need reteaching or have mastered it and need enrichment.

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

Each year, based on funds available, schools strive to add to classroom, media, and resource room collections while also increasing awareness in teachers for the need to expose students to more texts that not only increase literacy but also support the building of background knowledge in the content areas. In addition to print materials, there are also a variety of other mediums that content area teachers use to enhance discussion and deepen understanding: Discovery Education is a repository of all sorts of medium and Gale Library offers a variety of digital texts. All students have laptops now making access for the teacher and student easier. "Snap and Read" and "CoWriter", Google Chrome extension assistive technologies, are available to all students in our district and teachers are trained in how to use them as scaffolds so all students can access the content area reading and participate in classroom discussions.

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

The Coordinator of Reading/Language Arts will communicate concerns directly to the school site administration. If concerns are not addressed, they will be communicated to the Director of Curriculum and Instruction.

**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.**

Each year, the Chief Academic Officer sends a survey to all teachers, literacy coaches, and administrators for the Title II grant: one instructional and one administrative. In order to meet this annual

evaluation requirement, the current surveys will be extended to include elements related to the district's reading plan. Results are then evaluated to plan modifications or additions to be added the following school year to increase student achievement.

**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:

*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?

Each school will be recording their classroom walkthroughs on a common template that will be monitored by the Coordinator of Reading/Language Arts and the Director of Curriculum and Instruction. The assessments, which are all mapped out for the year on a district pacing calendar, will be pulled at the school and district level after each administration to determine any additional supports needed for students and teachers. The expectation is that Principals will share the data with their Literacy Leadership Teams to determine action steps.

### Who at the district level supports effective implementation?

The district level supports who partner with all the school sites are the Assistant Superintendent of Academics, Director of Curriculum and Instruction, Coordinator of Professional Development and Coordinator of Reading/Language Arts.

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

Through the review of the Google documents collected as schools do their walkthroughs and ongoing monitoring of the assessment data, needs are determined and supports are deployed accordingly at each site.

### Weekly reading walkthroughs - Part B

### What process is in place to ensure effective implementation?

Utilizing the Regional Educational Laboratory (REL)-Southeast's School Leader's Literacy Walkthrough for K-3 and REL's Guide, and Checklists for a School Leader's Walkthrough During Literacy Instruction in Grades 4-12 documents, along with the new ELA core curriculum, one "look-for" document is going to be created to be used at all elementary and secondary sites. This information will be collected and monitored to ensure effective implementation.

### Who at the district level supports effective implementation?

The Coordinator of Professional Development along with the Director of Curriculum and Instruction and the Coordinator for Reading/Language Arts will support effective implementation.

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

Through the quarterly meetings discussed in the School-level implementation section, combined with analysis of the classroom reading walkthrough "look-fors", areas in need of improvement will be considered and strategic support and follow-up will be given based on the area of need.

### Use of data to determine interventions - Part C

### What process is in place to ensure effective implementation?

The K-12 Curriculum, Instruction, and Assessment Decision Trees are shared with all stakeholders. They provide a common reference for all departments to use in guiding data-based decisions to determine interventions.
Each school has a grade-level Professional Learning Community (PLC) as well as a Multi-tiered System of Support (MTSS) team that regularly problem-solves to make decisions based on the data.

**Who at the district level supports effective implementation?**

The district level Prevention/Intervention Program Specialists (PIPS) work closely with the schools' MTSS teams as well as the Coordinator of Reading/Language Arts to support effective implementation.

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

The Prevention/Intervention Program Specialists work closely with the schools' MTSS teams as well as the Coordinator of Reading/Language Arts. Ongoing communication allows for concerns to be addressed. Monthly meetings with elementary, middle and high administrators are also a vehicle in which concerns are discussed. Coordinators of varying areas, Reading/Language Arts, Professional Development, Assessment, Accountability, ESE, and ELL/Title 1 all work collaboratively to provide plan implementation oversight, support, and follow-up. As needs are assessed, assistance in the areas of core instruction, data analysis, intervention, teacher professional development, and student supports can be provided accordingly.

## 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.**

Third grade Summer Reading Camp teachers are using a combination of resources based on students' needs including i-Ready, Phonics for Reading and Raz-Plus. The evidence for each is found at the following URLs:

https://drive.google.com/file/d/1Wxc6AZc3NdhyyD-1aHKksy-SydBw_4id/view
https://drive.google.com/file/d/1XXDhF4nIlkNUhcEt6A9p98RkG6HDnIUu/view
https://www.evidenceforessa.org/programs/reading/raz-plus

i-Ready instructional resources such as the reading instruction, Ready LAFS, and summer resources provided by Curriculum Associates provide scaffolded support, personalized learning, and tools to address learning gaps in all of the reading domains. Phonics for Reading , designed for students in grades 3-6 who have not yet mastered phonemic decoding, will be used as well. The hyperlink for Phonics for Reading connects to the Florida Center for Reading Research's review of the product, but Martin County will be engaged in another study by Curriculum Associates this summer.

The many different components of Raz-Plus will provide small group, standards-aligned resources, close reading activities, and fluency work along with materials for independent practice whether through their digital reading materials or lessons. Access to their ELL Edition provides additional vocabulary resources which can also be used by teachers.

**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.**

Although the district is offering summer learning opportunities at elementary sites, these "camps" are not funded by Reading FEFP; only the district's third grade summer reading camp will be offered to all twelve elementary schools.

**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.)**
201

**Students who demonstrate a reading deficiency in grades K-2**
350

**Students who score Level 1 in grades 4-5**
370

### 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.)**
50%

**Students who demonstrate a reading deficiency in grades K-2**
43%

**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.**

For students who are identified with a substantial deficiency in reading, school sites provide a read-at-home plan which is sent home with the student or with a parent during a parent/teacher conference. The district's Parent Resource Centers also engage in family outreach and offer literacy activities and games that can be used at home. There are various literacy partnerships with the individual school sites which help foster the school/home connection. Many schools reach out to local agencies especially to collaborate on literacy nights and during Celebrate Literacy Week.

**Who at the district is responsible for monitoring this requirement?**

The Director of Curriculum and Instruction is responsible for monitoring this requirement.

## Assessment, Curriculum, and Instruction

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

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

**How does the district support and monitor implementation?**

Teachers receive a calendar outlining their scope and sequence for the year; weekly lesson plans are then created by teachers and submitted to site administrators. Professional Learning Communities (PLCs) at each site meet regularly to review the PLC guiding questions related to the reading instruction, and weekly classroom walkthroughs are used to monitor implementation. Data review/ data chats either with the school-based literacy leadership team or the district leadership team are mechanisms to provide support, as needed, and to monitor implementation through the use of the data.

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

The District Leadership Team, the Director of Curriculum and Instruction, the Coordinator of Reading/ Language Arts, the Coordinator of Professional Development, and district coaches support and monitor this requirement.

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

**How does the district support and monitor implementation?**

Fortunately, the K-5 adopted curriculum for reading was designed to increase students' background knowledge and skills in social studies, science, and the arts. The ten units for kindergarten are the same for all other grade levels through fifth grade. Three of them are connected to science and four of them are connected to social studies topics. Each grade level builds on one another not only in building knowledge of the applicable theme but also in complexity of texts by grade.

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

The District Leadership Team, the Director of Curriculum and Instruction, the Coordinator of Reading/ Language Arts, the Coordinator of Professional Development, and district coaches support and monitor this requirement.

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

**How does the district support and monitor implementation?**

Small group differentiated instruction is built into the core curricular materials to meet individual student needs.
While supporting and monitoring the evidence-based reading instruction, it is natural to also support and monitor the implementation of small group instruction. Professional Learning Communities (PLCs) at each site meet regularly to review the PLC guiding questions related to the reading instruction and weekly classroom walkthroughs are used to monitor implementation. Data review/data chats either with the school-based literacy leadership team or the district leadership team are

mechanisms to provide support, as needed, and to monitor implementation through the use of the data.

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

The District Leadership Team, the Director of Curriculum and Instruction, the Coordinator of Reading/Language Arts, the Coordinator of Professional Development, and district coaches support and monitor this requirement.

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;

- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and

- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

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

Newly adopted curricular materials for K-5 reading, 6-12 English Language Arts, and Secondary Intensive Reading have incorporated the six components of reading into the core instruction. There are built-in screeners, formative assessments, progress monitoring and summative assessments that can be used as common tools to evaluate district-wide progress. This data will also assist the Multi-Tiered System of Support Problem Solving Team to analyze any gaps that may be occurring in student achievement at their school and in individual classes. Core instruction is designed to not only provide print-rich explicit, systematic, scaffolded and differentiated instruction, but it also provides supports for students who are English Language Learners or students with exceptionalities. The materials are intended to build background and content knowledge while aligning to all the foundational, reading, communication, and vocabulary B.E.S.T. standards. The principles of Universal Design for Learning are incorporated into the core materials; assistive technologies such as read aloud features, adjustment to the speed of read aloud, ability to change font size, scaffolded texts, etc. are built into the digital materials.

When students are not mastering grade level standards, additional problem-solving may need to occur to

target the area(s) in need of intervention. Additional small group teacher-led instruction occurs offering students opportunities to practice the targeted skills and receive feedback. This Tier 2 instruction is in addition to the core reading instruction.

If immediate intervention is not bridging the gaps and/or the student is in need of immediate intensive intervention, this much more targeted; perhaps one-on-one intervention takes place with a reading endorsed or reading certified teacher. This Tier 3 intervention is designed for those students substantially deficient in reading and is meant to provide individualized instruction based on student need. It occurs in addition to core and Tier 2 interventions.

**How does the district support and monitor implementation?**

The teacher evaluation system requires administrators monitoring teachers through informal and formal observations throughout the school year in additional to the weekly reading walkthroughs. Administrators are required to provide specific targeted feedback to teachers about the instructional practices observed during this part of the evaluation process.

Depending on the principals' input and the needs of teachers, either individually or collectively, the school-site or district literacy coaches will provide professional development to the teachers during early release days and through collaborative planning teams. Just as students not making academic improvements need more time and resources, the district helps principals facilitate a schedule that provides more opportunities for teachers to receive professional development, time to implement and time to reflect on whether strategies are yielding student growth.

Elementary, middle and high have district Prevention-Intervention Program Specialists (PIPS) working with their sites to help problem solve with their MTSS teams to support and monitor implementation of interventions.

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

The District Leadership Team, The Director of Curriculum and Instruction, the Coordinator of Reading/ Language Arts, and the Prevention-Intervention Program Specialists support and monitor this requirement.

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

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

**Upload Decision Tree File in PDF format**
The following documents were submitted as evidence for this section:

| Elementary_Assessment_Curriculum_Decision_Trees_Revised_8.17.21.pdf |
|---|
| *Elementary Assessment Curriculum Decision Trees* |
| [Document Link](#) |
| Secondary_Assessment_Curriculum_Decision_Trees_(2).pdf |
| *Secondary Assessment Curriculum Decision Trees* |
| [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.**

From the initial screeners for each grade level, teachers and administrators begin to evaluate the data looking for the lowest achievement levels as determined by our District K-12 Comprehensive Evidence-based Reading Plan's decision trees. Depending on the assessment, further diagnosis may need to be done. For instance, if an incoming kindergartener is below 10th percentile on FLKRS, we already know that the student is coming to us with gaps that are substantial; therefore, we must act to address those gaps immediately. However, if a secondary student comes to us with no prior assessments and takes FSA only to score a level 1, we would need to dig further to see if the issue lies with phonological awareness, phonics, fluency, vocabulary, or comprehension. An English Language Learner's gaps may be connected to their oral language development. As the school year progresses, and the core curriculum is delivered to a student performing substantially below their peers, and the teacher provides reteaching and remediation without gaps closing as determined by progress monitoring assessments, this would prompt the school to problem solve with their team around this student(s). For students determined to have substantial deficiencies in reading, a variety of items would be problem solved examining questions : Is there ongoing and documented fidelity of intervention? How is the student progressing according to the data? Is the student actively engaged during the intervention? Is the student accessing learning supports such as accommodations or ELL strategies and supports? Has the parent provided input? Has the teacher provided input? Have experts provided input? After problem solving the whole student and ongoing data is collected, the team would triangulate that data and then interventions would be initiated. The problem-solving team would evaluate whether the student is responding with a positive, questionable, or poor response to the intervention. Ultimately, it is about continuous and close monitoring of the student's response to core instruction and intervention(s).

## 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.*

During the additional reading instructional time allotted, students in grades 1-3 are provided an additional differentiated instruction period in phonics using the Fundations materials. This allows teachers to instruct students where they are in the phonics progression in order to close foundational skill gaps. This model also affords students who are in the earliest stages of language acquisition a developmentally appropriate pace for acquiring foundational skills. In grade 2, select students requiring intervention will receive additional instruction using the Geodes readable texts to afford opportunities to apply the isolated skills from Fundations instruction into practice within text. These texts also have students engaging in reading about topics related to science, social studies and the arts. Targeted K-1 students will be provided additional instruction on oral language development using the Mondo curriculum. Students will learn that what they think they can speak, what they speak they can write, and what they write, they can read. Port Salerno was afforded two additional teachers (called Critical Thinking Teachers) using ESSER funds to support data-based, small group instruction using the Benchmark Advance Intervention Resources for grades 1 and 3. Teachers collaborate to identify students based on Benchmark Advance data and formative classroom data to determine specific areas of focus. There are additional paraprofessionals supporting in kindergarten; one is bilingual and supports Heggerty Phonemic Awareness in Spanish.

In grades 4 and 5, additional time has been added for developing writing across content areas, specifically in math, science, and social studies. This provides students opportunities to write about their thinking in math to solidify their understanding. During this time, teachers support students with this work in small group. In science and social studies, students are able to read content-based texts in conjunction with the unit being taught in Benchmark Advance and respond in writing to text-based questions or short responses to demonstrate understanding of the text.

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

All teachers have been rated effective or highly effective in the Marzano Evaluation Model. A schedule has been created to maximize the use of these highly effective instructors. Teachers are supported by a principal who is reading certified, an AP who is reading endorsed as well as two literacy coaches who also are reading endorsed. The reading interventionist(s) providing Tier 3 interventions is reading endorsed. Teachers in need of their reading endorsement are able to participate in coursework in pursuit of the full 300 hours.

**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.

Kindergarteners take FLKRS during the first month of school which provides some early screening data regarding kindergarten readiness. Additionally, students are assessed in Fundations to provide benchmark data on Early Literacy Concepts. Students in grades K-5 participate in the Interim Assessment as part of the Benchmark Advance program which provides student performance in relation to end-of-year expectations on B.E.S.T. standards and benchmarks. In addition, the core instructional materials also have unit assessments for all grade levels and grades 3-5 will also take the Adaptive Progress Monitoring (APM) at least two times in 2021-22.

Multiple pieces of data are collected at the district level in Focus or in the Benchmark Universe platform; DecisionEd will be implemented in 2021-22 to drill down deeper into data at the school and teacher level. After examining students' Access for ELLs data, the "WIDA Can Do Descriptors" will be used as a guide to help plan instruction to support Port Salerno's large bilingual population. Coordination with the district's Title 1 ELL coach will provide meaningful professional development to support teachers.

Port Salerno is implementing Wilson Fundations with students in grades K-2 which provides explicit, systematic as well as multisensory instruction focused on phonemic awareness and phonics. Fundations Level 3 kit is also being extended into grade 3 to close gaps with substantially reading deficient students and Phonics for Reading will be used to differentiate lessons in small group in classes not using Fundations. Additional guided reading practice groups provide opportunity for guided practice, error correction and feedback. Data is constantly examined to create flexible, fluid groups that are responsive to student needs.

The new core curricular materials incorporate social studies, science, and the arts into content. Connections to the B.E.S.T. standards in the materials clearly show the alignment between reading, writing, and speaking about text. Intentional planning sessions before school with teachers allows for increased knowledge of the new curriculum and time to practice. Academic vocabulary is a focus which can be used across the curriculum. Specific reading strategies students are taught to use with science/social studies texts and literature will also be applied to texts used in mathematics instruction.

Regular, informal walkthroughs and structured, formal quarterly walkthroughs will be conducted to observe for consistency of planning, differentiated instruction and explicit instruction. Learning walks with teachers allow for opportunities for peers to observe colleagues' classrooms which helps deepen their understanding of literacy instruction across the content areas. Action plans will be developed following learning walks to incorporate next steps for continued improvement. These will be included in the quarterly action plan for faculty professional development.