

Nassau 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)	Devereaux, Rhonda Director of K-8 Education devereahr@nassau.k12.fl.us 904-491-9900
Main District Reading Contact	Mathis, Misty Executive Director of Curriculum and Instruction misty.mathis@nassau.k12.fl.us 904-491-9987
Secondary ELA	Drake, Natasha Director Of Secondary Education natasha.drake@nassau.k12.fl.us 904-491-9900
Reading Curriculum	Mathis, Misty Executive Director of Curriculum and Instruction misty.mathis@nassau.k12.fl.us 904-491-9887
Summer Reading Camp	Devereaux, Rhonda Director of K-8 Instruction devereahr@nassau.k12.fl.us 904-491-9887
Third Grade Promotion	Devereaux, Rhonda Director of K-8 Instruction devereahr@nassau.k12.fl.us 904-491-9887
300 Lowest-Performing Elementary Schools	Devereaux, Rhonda Director of K-8 Instruction rhonda.devereaux@nassau.k12.fl.us 904-491-9887
Professional Development	Brown, Tia Director of Professional Development brownti@nassau.k12.fl.us 904-491-9900
Assessment	McBee, Pam Coordinator of Testing mcbeepa@nassau.k12.fl.us 904-491-9900
Data Element	Burgess-Watkins, Kari Director of Technology burgesska@nassau.k12.fl.us 904-491-9900

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.

This plan was collaboratively developed by our District Literacy Leadership team. Our Literacy team includes district staff from Curriculum and Instruction, ESE/Student Services, as well as principals, assistant principals and reading coaches. Once the plan has been approved, the plan will be shared digitally with all district and school-based administrators and reading coaches. Site-based School Literacy Teams will work collaboratively to ensure all components of the district reading plan are communicated at the school level and to all stakeholders. The plan will be posted on our district website.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 50%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 55%

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

Provide professional development in the six components of reading.

Provide professional development in interpreting and analyzing student data.

Provide professional development in multi-sensory learning.

Monthly progress monitoring in phonics.

Daily teacher-led differentiated small group instruction.

Daily paraprofessional support during reading instruction.

Differentiated technology program used daily.

Explicit standards-aligned whole group ELA instruction.

Explicit whole group phonics instruction.

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	10	22	34	25	9	5	17	39	28	11
4	10	18	30	28	13	5	13	35	32	15
5	7	15	27	33	19	2	10	32	35	21
6	14	23	23	30	9	9	18	28	34	11
7	17	22	27	23	12	12	17	30	26	15
8	17	20	31	21	11	12	15	36	23	14
9	17	24	26	24	9	12	19	31	28	10
10	18	24	23	23	11	13	19	28	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%).

In grade K, we will increase the percentage of students scoring on or above grade level on the STAR Early Literacy by 5%, from 50% to 55%.

In 1st grade, we will increase the percentage of students scoring on or above grade level on the STAR by 5%, from 48% to 53%.

In 2nd grade, we will increase the percentage of students scoring on or above grade level on the STAR by 5%, from 54% to 59%.

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.

In order to support K-3 students identified with a substantial deficiency in reading, the Nassau County School District has allocated funds to employ reading coaches assigned to elementary schools. Our reading coaches assess students performing in the lowest quartile to identify instructional gaps, create intervention

plans, communicate ongoing progress monitoring data with teachers and administrators, and provide research-based professional development for teachers and paraprofessionals. Secondly, we are using funds to purchase supplemental materials and interventions for elementary schools. Supplemental materials include hands on manipulatives focused on the six components of reading. Lastly, we are using reading funds to provide district-wide professional development focused on best practices in the classroom aimed at increasing student achievement.

School Literacy Leadership Teams

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

School Literacy Leadership team requirements will be communicated to principals at summer principals meeting by Misty Mathis, Executive Director of Curriculum and Instruction.

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

School Literacy Leadership team rosters are communicated to Misty Mathis, Executive Director of Curriculum and Instruction.

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

Misty Mathis, Executive Director of Curriculum and Instruction is responsible for supporting and monitoring School Literacy Leadership Teams to ensure compliance.

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 provided by the district and schools will include:

Training in multisensory reading intervention

Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth

Identification of mentor teachers

Establishing model classrooms within the school

Providing teachers with time weekly to meet together for professional development including lesson study and PLCs

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

How are professional development requirements communicated to principals?

Professional development will be communicated to principals at our annual initial principal meeting, monthly principal meetings, and through email correspondence. The Nassau County School District will ensure that the school schedules allot additional collaborative planning time and materials to support principals.

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

The Executive Director of Curriculum and Instruction, Director of Professional Development, Director of K-8 Education, and Secondary Education will be 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.

We analyzed 2018-2019 school grades. We have 11 "A" rated schools and 2 "B" rated schools. All schools are high performing. We also analyzed the STAR data for each school to determine the current performance level of students. We have placed reading coaches in all of our elementary and middle schools who are either reading endorsed or certified.

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?

Reading coach expectations and requirements will be communicated to principals and assistant principals at monthly principals/assistant principals 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?

District Reading Coach meetings will be facilitated by the Director of K-8 Education to set norms for data collection, and to plan professional development based on data trends.

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

The Director of K-8 Education will support and monitor reading coach time and tasks.

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

Reading coaches provide quarterly reports to the district.

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

The problem-solving steps that are in place for making decisions regarding coaching time and tasks based on the data is derived from our action plan. Our action plan team analyzes evaluation scores, feedback from observations, and progress monitoring and diagnostic data. This allows us to identify which teachers require coaching, as well as which students need additional testing and assistance.

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?
Fountas and Pinnell (LLI)	1st -5th grade lowest quartile students as recommended by teacher/ reading coach	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Lexia	All K-2nd grade students	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
STAR Early Literacy	All kindergarten students	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
STAR Reading	All students 1st - 10th grade 11th & 12th intensive reading students	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Next Step Guided Reading	K- 5th grade students in the lowest quartile as requested by teacher/ reading coach	Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Quarterly
i-Ready	All 3rd-5th grade students	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Benchmark Assessment System	6th-8th grade students in the lowest quartile	Progress Monitoring, Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	Quarterly
FSA	3rd-10th grade students	Progress Monitoring, Formative Assessment, Summative	Fluency, Vocabulary, Comprehension	Monthly
SAVVAS Benchmark Assessments	6th-10th grade students	Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
Benchmark Assessments	K-5th grade students	Progress Monitoring, Formative Assessment	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?

The Executive Director of Curriculum and Instruction will provide plan implementation oversight, support, and follow-up.

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 Executive Director of Curriculum and Instruction communicates expectations for evidence-based instruction to site based administrators who ensure all instruction complies with the expectations.

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

Quarterly meetings are held with reading coaches and site-based administrators to review formative assessment data. Reading coaches provide teachers with professional development to interpret formative assessment data and provide differentiated instruction to meet the individual needs of each student.

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

At the secondary level, the district is providing professional development for content area teachers in how to incorporate reading strategies into content area courses. Leveled texts are being purchased to provide classroom teachers additional resources to differentiate content area instruction.

At the elementary level, teachers integrate science and social studies content into the literacy block utilizing text sets to deepen student understanding of content.

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

The site based administrator communicates concerns to the teacher. The Reading Coach supports the teacher to ensure the plan is implemented to meet the needs of students. County office staff completes instructional walk-throughs to ensure effective implementation of the reading plan.

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.

Teachers, literacy coaches, and administrators meet near the end of the year to analyze the district plan's information, implementation, and effectiveness. Administrators meet monthly, evaluating the assessments, progress monitoring, curriculum, instruction, and professional development. Literacy coaches meet monthly, evaluating the district's plan, curriculum, instruction, intervention, progress monitoring, and professional development. Teachers meet weekly, evaluating assessment, curriculum, instruction, intervention, and family engagement. Site-based leadership teams also meet regularly to evaluate leadership, assessment, curriculum, instruction, intervention, professional development, and family engagement. Data collected is used at each of the meetings listed above to determine the effectiveness of the assessments used as well as any needs that may be identified in the areas of curriculum, instruction, and professional development. Decisions made in making Improvements are based on student data, ensuring all students are provided with opportunities to continually increase in achievement.

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 data is reviewed monthly by site based administrators, reading coaches, and teachers through data chats, discussions, and grade/department meetings. The data is also reviewed monthly at principal meetings with the Directory of K-8 Education, Directory of Secondary Education and Director of Curriculum and Instruction.

Who at the district level supports effective implementation?

The Executive Director of Curriculum and Instruction, Director of K-8 Director, and Director of Secondary Education support effective implementation.

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

The processes in place to identify areas of need include analyzing screening and progress monitoring student data. From the analysis, action plans are created to address the need. Site-based administrators and reading coaches monitor action plans and new data to determine that the plan is being effectively implemented.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

The reading walkthroughs occur weekly in the Nassau County School District. The weekly reading walkthrough data is reviewed quarterly by site based administrators, reading coaches, Directory of K-8 Director, Director of Secondary Education, and the Executive Director of Curriculum and Instruction. The data is shared in faculty meetings, principal meetings, grade/department team meetings, individual teacher meetings by the site based administrators and reading coaches.

Who at the district level supports effective implementation?

The Executive Director of Curriculum and Instruction, Director of K-8 Education, and Director of Secondary Education support effective implementation.

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

The processes in place to identify areas of need include analyzing screening and progress monitoring student data. From the analysis, action plans are created to address the need. Site-based administrators and reading coaches monitor action plans and new data to determine that the plan is being effectively implemented.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

The progress monitoring data is reviewed quarterly by site based administrators, reading coaches, Directory of K-8 Education, of Secondary Education, Executive Director of Curriculum and Instruction, and Department/Grade level chairs. The data is also shared in Department/Grade level team meetings by the site based administrators.

Who at the district level supports effective implementation?

The Executive Director of Curriculum and Instruction, Director of K-8 Education, and Director of Secondary Education support effective implementation.

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

The processes in place to identify areas of need include analyzing screening and progress monitoring student data. From the analysis, action plans and interventions are created to address the need. Site-based administrators, reading coaches, site-based counselors, MTSS teams, and department/grade level chairs monitor action plans and new data to determine that the plan is being effectively implemented.

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.

The district's instructional plan for grade 3 Summer Reading Camp is as follows:

Students - Inviting all students who are below 50 percentile rank based on STAR Reading End of Year assessment or who have scored a Level 1 or 2 on FSA Reading

Teachers - Highly effective and reading endorsed/certified

Curriculum (Instructional Materials) - All instructional materials will be standards-aligned and focus around the 6 components of reading including oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension. It will include formative and summative assessments.

Instruction (Instructional Practices) - Systematic, explicit instruction with differentiation through small groups.

Active Engagement - Instructional materials will include multi-sensory hands-on manipulatives.

We will be utilizing the following materials:

Lexia Core 5 - strong evidence, state adopted

Accelerated Reader - strong evidence, Hattie Strategy #18-summarization .79 <https://www.bing.com/newtabredir?url=https%3A%2F%2Fvisible-learning.org%2Fhattie-ranking-influences-effect-sizes-learning-achievement%2F>

LLI - strong evidence, state adopted

i-Ready - promising evidence-<https://www.sbsd.k12.ca.us/cms/lib/CA01001886/Centricity/Domain/41/iready-research-efficacy-brief-2019.pdf>

Saxon - strong evidence, Hattie Strategy #48-direct instruction .60 <https://www.bing.com/newtabredir?url=https%3A%2F%2Fvisible-learning.org%2Fhattie-ranking-influences-effect-sizes-learning-achievement%2F>

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 district's instructional plan for grades K-2 and 4-5 Summer Reading Camp is as follows:

Students - Inviting all students who are below 50 percentile rank based on STAR Reading End of Year assessment

Teachers - Certified teachers

Curriculum (Instructional Materials) - All instructional materials will be standards-aligned and focus around the 6 components of reading, and for grades 4 and 5 specifically, fluency, vocabulary, and comprehension. It will include formative and summative assessments.

Instruction (Instructional Practices) - Systematic, explicit instruction with differentiation through small groups.

Active Engagement - Instructional materials will include multi-sensory hands-on manipulatives.

We will be utilizing the following materials:

Lexia Core 5 - strong evidence, state adopted

Accelerated Reader - strong evidence, Hattie Strategy #18-summarization .79 <https://www.bing.com/newtabredir?url=https%3A%2F%2Fvisible-learning.org%2Fhattie-ranking-influences-effect-sizes-learning-achievement%2F>

LLI - strong evidence, state adopted

i-Ready - promising evidence-<https://www.sbsd.k12.ca.us/cms/lib/CA01001886/Centricity/Domain/41/iready-research-efficacy-brief-2019.pdf>

Saxon - strong evidence, Hattie Strategy #48-direct instruction .60 <https://www.bing.com/newtabredir?url=https%3A%2F%2Fvisible-learning.org%2Fhattie-ranking-influences-effect-sizes-learning-achievement%2F>

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.)

88

Students who demonstrate a reading deficiency in grades K-2

704

Students who score Level 1 in grades 4-5

143

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.)

52%

Students who demonstrate a reading deficiency in grades K-2

36%

Students who score Level 1 in grades 4-5

18%

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.

Our schools have implemented a three day a week take home reader program. A book is sent home with the student to read with an adult along with questions/activities specific to skills taught, needs of the students, and prior skills. The book and questions/activity is first introduced in class, allowing students to gain interest and confidence with the book. It is read and returned and is discussed more in depth in class the next school day. This program allows our students to build vocabulary, fluency, phonics, oral language, and go deeper in comprehension while exposing them to books that have been explicitly chosen to meet the needs of the students.

Who at the district is responsible for monitoring this requirement?

The district personnel responsible for monitoring this requirement are the Executive Director of Curriculum and Instruction and the Director of Secondary Education.

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?

For the Tier One, K-5 whole group instructional program, Florida Benchmark Advance, the District sets explicit expectations for site-based administrators to ensure an evidence-based sequence of instruction takes place at each school site. The District monitors implementation through monthly principal meetings, site-based walk-throughs, and on-going data analysis. School-based administration ensures class schedules maximize the 90-minute reading block and review lesson plans to ensure evidence-based instructional strategies are implemented. District and school administration review lesson plans and observe classroom teachers utilizing Hattie strategies, such as direct instruction, small group learning, phonics instruction, metacognitive strategies, teaching explicit vocabulary and summarization.

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

The district person responsible for supporting and monitoring this requirement is the Executive Director of Curriculum and Instruction, Director of K-8 Education, Director of Secondary Education.

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?

District wide grade level curriculum mapping is used to incorporate text sets that integrate science, social studies, and arts into the reading block of instruction. Principal and district team walkthroughs and principal observations at each school site monitor teacher implementation of planned materials.

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

The district person responsible for supporting and monitoring this requirement is the Executive Director of Curriculum and Instruction, Director of K-8 Education, Director of Secondary Education.

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

How does the district support and monitor implementation?

The District sets explicit expectations for site-based administrators to ensure an evidence-based sequence of instruction takes place at each school site. The District monitors implementation through monthly principal meetings, site-based walk-throughs, and on-going data analysis. School-based administration ensures class schedules maximize the 90-minute reading block and review lesson plans to ensure small group instruction with differentiation strategies are occurring to meet the needs of individual students. District and school administration review lesson plans and observe classroom teachers utilizing Hattie strategies, such as cooperative learning, peer tutoring, student centered teaching, direct instruction, and small group learning.

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

The district person responsible for supporting and monitoring this requirement is the Executive Director of Curriculum and Instruction, Director of K-8 Education, Director of Secondary Education

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 align K-12 reading instruction with Florida's Revised Formula for Success by using newly adopted evidence-based, B.E.S.T. standards aligned curriculum. The new curriculum encompasses the six components of reading, the four types of assessments, core instruction, immediate intervention, and immediate intensive intervention for each grade level. In addition, curriculum maps (instructional pacing guides) have been revised to incorporate the new formula for success to ensure all of its components are included in classroom instruction.

How does the district support and monitor implementation?

The district provides professional development in the six components of reading. We administer progress monitoring assessments to all students and provide professional development in interpreting the data reports and providing instruction to meet the need of all students. We have data chats with teachers three times a year to analyze student and teacher progress and provide ongoing coaching for teachers. We are establishing model classrooms within each school. We provide teachers with time weekly to meet together for professional development and collaboration.

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

The Executive Director of Curriculum and Instruction, Director of Secondary Education and the Director of Professional Development are responsible for the support and monitoring.

Assessment/Curriculum Decision Trees - Part C

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

The Decision Trees must contain the following information:

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

Upload Decision Tree File in PDF format

The following documents were submitted as evidence for this section:

2021_Nassau_Reading_Plan_Decision_Tree.pdf
<i>Decision Tree - Nassau County</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.

Our district's process for identifying students with a substantial deficiency in reading begins with the analyzing of the previous year's STAR Early Literacy/STAR (k-2, 6-10) and/or iReady (3-5) data as well as the previous year's grades, based on formative standards-based assessments, and the previous year's standardized testing. Teacher observation and input is also utilized when determining a deficiency. Beginning of the year STAR Early Literacy/STAR (k-2, 6-10) and/or iReady (3-5) beginning of the year assessment data is then analyzed by teachers, administrators, and reading coaches. Reading coaches collect more data through the use of the Next Step Guided Reading Assessment (k-8), Fountas and Pinnell-LLI (3-5), Lexia Core 5 (k-2), and iReady (3-5). These identified students are then progress monitored at least quarterly with data being analyzed to identify other students who may need to be added as one who has a substantial deficiency in reading.

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.

No

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.

N/A

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

N/A

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.

N/A