

Okeechobee 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	Canaday, Andrea Coordinator of Staff Development andrea.canaday@okee.k12.fl.us 8634625000
Data Element	May, Shawna Director of IT shawna.may@okee.k12.fl.us 863-462-5000
Reading Endorsement	Stanley, Joseph Director of Human Resources joseph.stanley@okee.k12.fl.us 863-462-5000
Elementary English Language Arts (ELA)	Canaday, Andrea Coordinator of Staff Development andrea.canaday@okee.k12.fl.us 863-462-5000
Secondary ELA	Canaday, Andrea Coordinator of Staff Development andrea.canaday@okee.k12.fl.us 863-462-5000
Reading Curriculum	Canaday, Andrea Coordinator of Staff Development andrea.canaday@okee.k12.fl.us 863-462-5000
Summer Reading Camp	Canaday, Andrea Coordinator of Staff Development andrea.canaday@okee.k12.fl.us 8634625000
Third Grade Promotion	Canaday, Andrea Coordinator of Staff Development andrea.canaday@okee.k12.fl.us 8634625000
Assessment	Stanley, Britani Coordinator of Accountability and Assessment britani.stanley@okee.k12.fl.us 8634625000

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 K12 Comprehensive Reading Plan will be communicated by:

- Workshopped with District Instructional Coaches and Administrators (April 2021)
- Presented to the Okeechobee County School Board (July 2021)
- Posted on the District Website <http://www.okee.k12.fl.us/>
- Presented to the District Advisory Council (August 2021)
- Reviewed with District administrators and Instructional Coaches (July 2021)
- Posted in the District ELA Teacher Toolkit

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 36%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 45%

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

The district has purchased Footsteps2Brilliance. Footsteps2Brilliance® is a transformative pre-K through 3rd grade literacy solution that utilizes mobile technology to connect school, home, and the community for academic success. Its innovative Mobile Technology Platform allows comprehensive literacy apps to be accessed online or offline from any mobile device (Apple or Android) or traditional computer. Every resident of Okeechobee County has access to the program and the district has created a target advertising campaign aimed at parent of preschool aged children.

Footsteps2Brilliance offers practice and instruction on the follows components of reading : Language: Understand conventions of print; Understand and use standard language conventions; Develop an increasingly complex vocabulary.

Phonics: Identify letters and letter sounds; Develop knowledge of spelling conventions; Read decodable words and develop word-reading strategies; Develop automaticity with grade-level sight words.

Phonological Awareness: Identify rhyming words; Identify initial sounds in words; Blend phonemes to make words; Isolate, count, and manipulate phonemes.

Informational Text: Read grade-level informational text and demonstrate literal, inferential, lexical, and applied comprehension; Understand and use text features; Make connections between texts.

Literature: Read grade-level narrative text and demonstrate literal, inferential, lexical, and applied comprehension; Understand and use text features; Make connections between texts.

Writing: Form capital and lowercase letters; Represent ideas and concepts through drawings; Develop a digital portfolio of student-created books and journals; Use graphic organizers and other tools to develop understanding and prepare to write. Write opinion pieces, expository texts, and narratives based on research

The district offers VPK, Summer VPK, and partners with Head start to provide Prek instruction to children in Okeechobee county. Rising Kindergarten Summer Camp will be offered to all incoming kindergarteners to help with transition to kindergarten.

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	24	26	33	15	3	18	20	40	18	4
4	28	23	28	16	5	20	17	38	18	6
5	23	28	27	16	4	17	23	37	18	5
6	38	30	18	11	4	28	15	37	15	5
7	39	27	18	13	4	29	14	36	14	5
8	38	26	20	12	4	28	19	35	13	5
9	33	26	22	15	4	23	19	37	16	5
10	39	25	20	12	3	29	0	35	14	4

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

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

The goal for each grade, K-2, is to increase the percentage of students scoring at or above grade level on the i-Ready progress monitoring instruments by 3% this year from 35% to 38%.

District Budget for Research-Based Reading Instructions Allocation

Budget		
1	Research-Based Reading Instruction Allocation	\$0.00
2	Estimated proportional share distributed to district charter	\$0.00
3	Reading coaches assigned to elementary schools	\$0.00
4	Reading coaches assigned to secondary schools	\$0.00
5	Intervention teachers assigned to elementary schools	\$0.00
6	Intervention teachers assigned to secondary schools	\$0.00
7	Supplemental materials or interventions for elementary schools	\$0.00
8	Supplemental materials or interventions for secondary schools	\$0.00
9	Intensive interventions for elementary students reading below grade level	\$0.00
10	Intensive interventions for secondary students reading below grade level	\$0.00
11	Professional development	\$0.00
12	Helping teachers earn the reading endorsement	\$0.00
13	Summer reading camps	\$0.00
14	Additional hour for 300 lowest-performing elementary schools	\$0.00
Total:		\$0.00

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

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

The District is prioritizing funds by adding teachers for intervention.

School Literacy Leadership Teams

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

The K12 Comprehensive Reading Plan is workshopped with principals prior to its submission. Approved plans are provided for principals and other stakeholders through newsletters, shared files, and are reviewed at administrator meetings, District Advisory Councils, and Literacy Committee meetings.

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

Andi Canaday, Coordinator of Staff Development

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

Andrea Canaday, Coordinator of Professional Development

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 required by Section 1012.98(4)(b)11., F.S- the district has partnered with the University of Florida Literacy Institute, James Patterson Literacy Challenge to provide a systematic, year-long series of professional development activities in the areas of phonemic awareness, phonics, word study and spelling, fluency, and vocabulary. Training will include explicit and systematic strategies to teach text comprehension and sequential approach to reading instruction, including multisensory intervention strategies.
- Multisensory reading intervention training is provided by FDLRS and communicated to principals and teachers via the district professional development calendar.
- Differentiated professional development (PD) opportunities are communicated through the district professional development calendar. The district monitors observation indicators for cluster needs and principals request topics based on classroom observation. These topics are added to the PD calendar throughout the year. Individual schools create PD plans based on present, immediate data.
- Mentor teachers are selected from a pool of teachers who have completed clinical educator training. Principals receive a list of eligible teachers at the beginning of each school year. Model classrooms are identified by principals using teacher performance criteria.
- All teachers are provided with daily planning time by contract. A PLC protocol has been adopted by the district and teacher leaders will be trained in the PLC process through Solution Tree.

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 K12 Comprehensive Reading Plan is workshopped with principals prior to its submission. Approved plans are provided for principals and other stakeholders through newsletters, shared files, and are reviewed at administrator meetings, District Advisory Councils, and Literacy Committee meetings. The District is going to support principals by providing time for PLCs. The District is also supporting principals by implementing the James Patterson Literacy Challenge.

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

Andrea Canaday, Coordinator of Professional Development

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.

All schools in Okeechobee county have a dedicated instructional coach.

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?

These requirements are being communicated through the dissemination of the K-12 Reading Plan and district fidelity checks. Principals and coaches have been trained in the Just Read Florida! Coaching Model and have been given sample coaching schedules to use for planning. Coaches are required to complete a coaching log and the log is reviewed by principals monthly.

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 expectations and supports:

- In August 2020, coaches and other district stakeholders created a vision for instructional coaching which includes a prioritized list of activities.
- Coaches participated in a yearlong coaching cycle PLC with Instruction Partners in 2021, and this PLC will be extended in 2022 with leadership from the State Regional Literacy Director.
- Coaches will participate in the University of Florida Literacy Institute James Patterson Literacy Challenge to address phonics instruction in 2022.
- Coaches meet with Andrea Canaday monthly to review time/task alignment and professional development support needs.

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

Andrea Canady, Coordinator of Staff Development

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

Coaching time, tasks, and impact data is reviewed by the district monthly.

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

District staff meet monthly with principals and coaches to review coaching log data. IF a problem is evident, then :

Step I: Problem Identification – What exactly is the problem or discrepancy between the current situation and the goal?

Step II: Problem Analysis – Why is the problem occurring?

Step III: Intervention Design and Implementation – What exactly are we going to do about it?

Step IV: Response to Intervention – Is the plan working?

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

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

Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
i-Ready	Students in grades K-5	Progress Monitoring, Formative Assessment, Diagnostic	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
easy CBM	Student in grades K-5	Progress Monitoring	Oral Language, Phonics, Fluency, Comprehension	Quarterly
Running Records	Students in grade K-2	Progress Monitoring, Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary	2 x A Month
NWEA MAP	Students 6-10 and students receiving intensive intervention grade 11-12	Progress Monitoring, Diagnostic	Fluency, Vocabulary, Comprehension	3 x A Year
FLKRS	Kindergarteners	Screeners, Summative	Oral Language, Phonological Awareness, Phonics	Annually

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?

Andi Canaday, Coordinator of Staff Development;
 Britani Stanley, Coordinator of Assessment and Accountability; Wendy Coker, Director of Student Services;
 Heather Siler-Dobbs, Director of Grants and Special Programs; Kim Morrison, Director of Exceptional Student Education; Kathy Williams, Director of Mental and Behavioral Health Support

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

All schools used district adopted core reading materials which have been rigorously reviewed and vetted. Each elementary school has high-quality foundational reading materials and all K-2 teachers will participate in foundational reading professional development through the University of Florida's Literacy Institute in 2021-22. Instructional coaches provided on-going training in evidence-based practices.

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

District level leadership hold data reviews with school level administrators three time a year- fall, winter, spring. Principals provide leadership and commitment to MTSS at all three tiers. Administrators lead implementation, participate on the SPS team (School Problem Solving Team). Administrators also review universal screening data to ensure Tier 1 instruction is meeting the needs of a minimum of 80 to 85 percent of the school population. Site administrators monitor integrity of instruction at both the core and intervention levels. PLCs (department and/or grade-level teams) serve a critical role in problem solving at Tiers 1 and 2. PLCs provide a collaborative learning environment to support effective differentiated instruction and classroom management strategies at all tiers. The MTSS process will be used with fidelity. Progress monitoring data is accessible to leaders and teachers through Performance Matters and Branching Minds.

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

Professional development activities are provided for content area teachers to support knowledge building and comprehension.

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

The Superintendent communicates directly with school principals during routine data chats. The assistant superintendent of instructional services, the coordinator of assessment and accountability, school principals, and instructional coaches monitor the pacing of instruction, implementation of assessments, and dissemination of progress monitoring data. These leaders communicate with one another to ensure fidelity to the plan. Concerns about implementation may be addressed by the Superintendent, or district level administrators during bi-monthly district leadership and principal meetings. Principals and coaches may address concerns at the school site during daily interactions with teachers and weekly during grade level/department level team meetings.

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.

Evaluation of the implementation of the K12 Reading Plan include these activities:

- The district will conduct data analysis of progress monitoring data three times per year with principals and district directors which include assessment & accountability, curriculum & instruction, intervention (MTSS), professional development and family engagement.
- The district MTSS implementation team will meet monthly with a member from the school problem solving team to evaluate progress and trouble-shoot.
- Annually, instructional coaches, school and district administrators, and a focus group of teachers will provide input in the development of the plan.
- The district annually participates in strategic planning which includes identifying elements in need of improvement and strategies to increase literacy outcomes for students.

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 following activities/questions for core and tiered instruction must be assessed on an ongoing basis to document fidelity-

- MTSS Implementation Fidelity:
 - o Guiding questions: Are all team members implementing MTSS accurately, timely, and with fidelity?
 - o Using -Direct Observation, Documented Self-Reporting
 - o By whom: Instructional Services; Principal; Assistant Principal
- Prevention Fidelity (Tier 1: Core Instruction and Positive Behavior Intervention Support)
 - o Guiding questions: Are all students working with grade-level materials and standards? Are teachers well supported in implementing adopted programs and supplemental materials? Is content for students appropriately paced? Is there evidence of differentiated instruction? Is small group, level instruction provided?
 - o Using- Direct Observation, Documented Self-Reporting, Universal Screening Data, Behavioral Data
 - o By whom: Principals, Assistant Principals, Instructional Coaches
- Intervention Fidelity(Tier 2 & Tier 3, Small Group & Individual)
 - o Guiding questions: Is the intervention plan implemented with integrity? Assistant principal signs off on integrity of instruction and intervention across tiers. Has progress monitoring occurred accurately & in a timely manner?
 - o Using: Direct observation documented within Branching Minds, Fidelity check within Branching Minds Platform (time & integrity), Documented Self-Reporting, Behavior Rating Scales
 - o By whom: Assistant Principals, Teachers, Instructional Coaches
- Progress Monitoring Fidelity
 - o Guiding questions Does the progress monitoring match the intervention? Does the progress monitoring assessment meet grade level expectations? Based on guidelines, is the progress monitoring completed within the appropriate timelines?
 - o Using: Peer review during grade level/content meetings, Monthly progress monitoring review with Assistant Principal
 - o By whom: Assistant Principals, Teachers

Who at the district level supports effective implementation?

Andi Canaday, Coordinator of Staff Development; Kathy Williams, Director of Mental and Behavioral supports; Kim Morrison, Director of Exceptional Student Education; Wendy Coker, Director of Student Services;

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

Evaluation of the implementation of the K12 Reading Plan include these activities:

- The school will conduct data analysis of progress monitoring data three times per year with the school leadership team, teacher leaders, and the school advisory council.
- The school MTSS implementation team will annually use the MTSS Implementation Rubric to determine growth towards a fully operational Multi-tiered Support System.
- Annually, instructional coaches, school and district administrators, and a focus group of teachers will provide input in the development of the plan.

- The district annually participates in strategic planning which includes identifying elements in need of improvement and strategies to increase literacy outcomes for students.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

School leadership team meets to determine walk-through focus monthly. Principals communicate the walk-through focus in weekly bulletin. Observation data is collected in True North Logic and/or using the Instructional Practice Guide. Observation notes and feedback are presented to teachers within seven days. Quarterly reviews of school observation data are conducted by the coordinator of assessment and accountability.

Who at the district level supports effective implementation?

Ken Kenworthy, superintendent; Dylan Tedders, Assistant Superintendent; Andi Canaday, Coordinator of Staff Development; Britani Stanley, Coordinator of Assessment & Accountability;

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

Evaluation of the implementation of the K12 Reading Plan include these activities:

- The school will conduct data analysis of progress monitoring data three times per year with the school leadership team, teacher leaders, and the school advisory council.
- The school MTSS implementation team will annually use the MTSS Implementation Rubric to determine growth towards a fully operational Multi-tiered Support System.
- The superintendent meets with principals individually three times per year to review observation data and school improvement factors.
- The district annually participates in strategic planning which includes identifying elements in need of improvement and strategies to increase literacy outcomes for students.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Data chats are conducted three times per year with School leadership teams and classroom teachers. Data chat templates are provided for teachers to complete prior to data chat. Data from diagnostic assessment and progress monitoring is shared. Data is shared from teachers to leadership and from leadership to teachers during data chats. Data is shared from teachers to parents four times a year through Academic Parent Teacher Teams (APTT) in grades K-5. Data chat processes are reviewed three items a year by the school leadership team.

Who at the district level supports effective implementation?

Ken Kenworthy, superintendent; Dylan Tedders, Assistant Superintendent; Andi Canaday, Coordinator of Staff Development; Britani Stanley, Coordinator of Assessment & Accountability;

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

Evaluation of the implementation of the K12 Reading Plan include these activities:

- The school will conduct data analysis of progress monitoring data three times per year with the school leadership team, teacher leaders, and the school advisory council.
- The school MTSS implementation team will annually use the MTSS Implementation Rubric to determine growth towards a fully operational Multi-tiered Support System.
- The superintendent meets with principals individually three times per year to review observation data and school improvement factors.

- The district annually participates in strategic planning which includes identifying elements in need of improvement and strategies to increase literacy outcomes for students.

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 Reading Camp--i-Ready

Building strong readers is the goal! This program is designed to build reading and phonics skills in order to meet the required concordance score for promotion to fourth grade. Students will focus on reading comprehension, fluency, word recognition, academic vocabulary, phonics, and more! This camp will culminate with a trip to the Okeechobee Migrant Theatre Camp production of Moana.

Who: By invitation only. (Third graders whose predicted proficiency score for FSA was level 1 or 2.)

When: June 7-July 2, 2021 8:00 am- 1:00 pm

Where: Osceola Middle School

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.

Rising Kindergarten Camp

Welcome to Kindergarten! This camp will set up incoming Kindergarten students for success. We will provide a jump start to kindergarten concepts and skills, and provide instruction to fill any early learning literacy skill gaps for students.

Who: Incoming kindergarten students who are registered to attend an Okeechobee County public school in August 2021.

When: June 7-18, June 21- July 2 (2- two week sessions) 8:00 am- 1:00 pm

Where: Okeechobee Achievement Academy

Evidence-based interventions <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/> Footsteps2Brilliance materials used teacher directed lessons; Creative Curriculum

First Grade Reading Camp

First grade is a BIG year for reading! Building reading skills is an essential part of a first grader's learning

process and academic success down the road. We want all first graders to have a strong foundation as they move to second grade. In this camp, students will focus on phonics, word recognition, and fluency with decodable text. Each week students will take a field trip to have fun and explore reading opportunities in the community.

Who: By invitation only. (First graders who are struggling readers)

When: June 7-July 2, 2021 8:00 am- 1:00 pm

Where: Osceola Middle School

Evidence-based interventions <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/> Focused Reading from Teacher Created Materials; Blast phonics from Really Great Reading; materials used

Second Grade Reading/Writing Camp

Second graders continue to develop their literacy skills as they learn more complex words and absorb longer, more rigorous texts in a variety of genres including fiction, non-fiction, and poetry. Students will focus on reading comprehension, fluency, word recognition, academic vocabulary, phonics, and more! Each week students will take a field trip to have fun and explore reading opportunities in the community.

Who: By invitation only. (Second graders who are struggling readers.)

When: June 7-July 2, 2021 8:00 am- 1:00 pm

Where: Osceola Middle School

Evidence-based interventions <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/> Focused Reading from Teacher Created Materials; Blast phonics from Really Great Reading; Write Brain materials used

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.)

91

Students who demonstrate a reading deficiency in grades K-2

720

Students who score Level 1 in grades 4-5

0

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.)

16%

Students who demonstrate a reading deficiency in grades K-2

14%

Students who score Level 1 in grades 4-5

0%

Parent Support through a Read-At-Home Plan

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

The district's plan for providing a read-at-home plan includes:

- Providing parent of students who are struggling a universal Read-at-Home Plan for success
- Parents who's student is identified for tier 2 or 3 support will receive an invitation to a tier planning meeting, the MTSS Brochure, and First Intervention Plan Details Letter
- Parents will receive a Student Progress Letter and graph from student's progress monitoring every four –five weeks.
- In grades K-5, parents will be invited to participate in APTT (Academic Parent Teacher Teams) or Student lead Data Conference three times each year and will learn strategies to practice at home, set a goal for student improvement, and analyze their student's performance data.

Who at the district is responsible for monitoring this requirement?

Andi Canaday, Coordinator of Staff Development; Wendy Coker, Director of Student Services; Heather Siler-Dobbs, Director of Grants and Special programs; Kim Morrison, Director of Exceptional Student Education; Kathy Williams, Director of Mental and Behavioral Health Support

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?

Whole group instruction utilizing an evidence-based sequence of reading instruction is an expectation of core reading instruction and the MTSS process. K - 5 curriculum maps are designed to include read alouds and student texts in the content areas of science, social studies, and the arts. Whole group k-5 uses ReadyGEN, Pearson. ReadyGEN texts are sequenced to build student knowledge in these content areas. The District supports and monitors implementation of this through common assessments, administrative observations, walk-throughs, instructional rounds, and PLCs. There is an uninterrupted block of 90 minutes.

The district communicates the expectation to principals and teachers through the district shared vision for effective instruction, the Student Progression Plan, MTSS Handbook, and Core curriculum adopted by the district. Whole group instruction is monitored by the principal through and Classroom observation tools- IPG (Instructional Practice Guide), the instructional evaluation and MTSS fidelity checks. Principals report to the district whole group instruction fidelity through master schedules, material usage reports, and common assessment results.

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

Andrea Canaday, Coordinator of Professional Development; School Based Administrators; Instructional Coaches

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?

The district provides opportunities for all teachers to participate in literacy focused professional learning like AVID trainings, Kagan, Phonics and phonemic Awareness, Balance Literacy, Note & Noticings, BEST Standards , and data driven, targeted PD.

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

Andrea Canaday, Coordinator of Professional Development; School Based Administrators; Instructional Coaches

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 an expectation of core reading instruction and the MTSS process. The district communicates the expectation to principals and teachers through the district shared vision for effective instruction, Student Progression Plan, MTSS Handbook, and Core curriculum adopted by the district. Small group instruction is monitored by the principal through and Classroom observation tools- IPG (Instructional Practice Guide), the instructional evaluation and

MTSS fidelity checks. Principals report to the district whole group instruction fidelity through master schedules, material usage reports, and common assessment results.

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

Kim Morrison, Director of Exceptional Student Education; Kathy Williams, Director of Mental and Behavioral Health Supports

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:

- o Aligning the district vision for effective instruction with Florida's Revised Formula for Success.
- o Providing professional development for all K-2 teachers in the six components of reading through the University of Florida Literacy Institute.
- o Implementing with fidelity the district MTSS plan.
- o Implementing common district progress monitoring, and common unit assessments

How does the district support and monitor implementation?

The district will monitor assessment implementation by:

- o Engaging in data analysis of progress monitoring data at the district, school and teacher level three times per year.
- o Creating and implementing common unit assessments for all ELA courses and monitoring the results
- o The District will implement MTSS-A fidelity checks for tiered academic interventions.

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

Britani Stanley, Coordinator of Assessment and Accountability;
Kathy Williams. Director of Mental and Behavioral Health Supports

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:

K-12_Comprehensive_Evidence-based_Reading_Plan_Decision_Trees_2021-22_3.pdf
<i>K-12 Reading Tree</i>
Document Link

Identification of Students with a Substantial Reading Deficiency

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

Okeechobee County School uses the MTSS problem solving process:

The four steps of the problem solving process are as follows:

1. Step I: Problem Identification – What exactly is the problem or discrepancy between the current situation and the goal?
2. Step II: Problem Analysis – Why is the problem occurring?
3. Step III: Intervention Design and Implementation – What exactly are we going to do about it?
4. Step IV: Response to Instruction/Intervention – Is the plan working?

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.

The District no longer has a school on the lowest 300 list.

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

The District no longer has a school on the lowest 300 list.

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.

The District no longer has a school on the lowest 300 list.