

School District of Osceola County, FL



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 |
|--|---|
| Data Element | Maddock, David Research and Evaluation Specialist david.maddock@osceolaschools.net 407.870.4056 |
| Main District Reading Contact | Bertram, Mackenzie Coordinator of K-12 Literacy mackenzie.bertram@osceolaschools.net 407.870.4849 |
| Elementary English Language Arts (ELA) | Reyes, Belinda Assistand Superintendent of Elementary Curriculum and Instruction belinda.reyes@osceolaschools.net 407.870.4849 |
| Secondary ELA | Henninger, Michelle Director of Middle School Education michelle.henninger@osceolaschools.net 407.870.4600 |
| Secondary ELA | Hickey, Victoria Director of High School Education victoria.hickey@osceolaschools.net 407.933.3928 |
| Reading Endorsement | Stein, Angela Professional Development Contact steinang@osceola.k12.fl.us 407.518.2940 |
| Reading Curriculum | Davis, Beth K-12 Reading Specialist beth.davis@osceolaschools.net 407.870.4600 |
| Professional Development | Franceschi, Janice Director of Professional Development janice.franceschi@osceolaschools.net 407.518.2940 |
| Assessment | Torres, Leah Director of Research, Evaluation, and Accountability leah.torres@osceolaschools.net 407.870.4056 |
| Summer Reading Camp | Burdette, Stacy Director of Elementary Curriculum and Instruction stacy.burdett@osceolaschools.net 407.870.4600 |
| Third Grade Promotion | Rodriguez Perez, Mary Ann Director of Early Childhood Education mary.rodriquezperez@osceolaschools.net 407.870.4911 |
| 300 Lowest-Performing Elementary Schools | Straker, Peter Administrator of School Improvement and Accreditation peter.straker@osceolaschools.net 407.870.4008 |

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 delivery chain for the K-12 Reading Plan will begin with sharing the plan at the Superintendent's Professional Learning Community. Then it will be communicated to district leadership through the Teaching and Learning meetings, and to site administrators via the Principal and Assistant Principal meetings. Principals will share the information with their staff during annual pre-planning professional development before school begins. The plan will be made available to community members via the district website and shared at a School Board meeting.

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 48%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 52%

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

- Launch an Early Literacy dashboard to track student reading data beginning in VPK and raise awareness of the importance of early literacy skills.
- Work with VPK providers to ensure the fidelity of early literacy development, focusing on 6 + 4 + T1 + T2 + T3

Statewide English Language Arts Standardized Assessment:

| Grade | Previous School Year % of Students Scoring | | | | | Goal for Plan Year % of Students Scoring | | | | |
|-----------|---|-------|-------|-------|-------|---|-------|-------|-------|-------|
| | Lvl 1 | Lvl 2 | Lvl 3 | Lvl 4 | Lvl 5 | Lvl 1 | Lvl 2 | Lvl 3 | Lvl 4 | Lvl 5 |
| 3 | 28 | 25 | 27 | 16 | 4 | 20 | 18 | 32 | 20 | 10 |
| 4 | 33 | 23 | 24 | 15 | 5 | 20 | 18 | 32 | 20 | 10 |
| 5 | 29 | 26 | 24 | 16 | 6 | 20 | 18 | 32 | 20 | 10 |
| 6 | 29 | 24 | 21 | 18 | 7 | 20 | 18 | 32 | 20 | 10 |
| 7 | 32 | 25 | 20 | 15 | 7 | 20 | 18 | 32 | 20 | 10 |
| 8 | 29 | 24 | 24 | 16 | 7 | 20 | 18 | 32 | 20 | 10 |
| 9 | 32 | 25 | 21 | 17 | 6 | 20 | 18 | 32 | 20 | 10 |
| 10 | 30 | 26 | 20 | 17 | 6 | 20 | 18 | 32 | 20 | 10 |

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%).

NWEA % 50th Percentile & Above
 GRADE SPRING 2021 Goal for Plan Year
 K 60 65
 1 49 60
 2 52 60

Teachers in grades K, 1, and 2 are reading endorsed and teaching the Science of Reading. They are teaching with the Open Court Foundational Skills curriculum (What Works Clearinghouse evidence: potentially positive effects) and Florida Benchmark Advance 2022 (FLDOE Review of Instructional Materials Percent of Alignment-K-96.78%, 1st-100%, 2nd-85.94%)

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.

Funds have been prioritized to support K-3 students in the areas of materials, professional learning, and extended learning. We are working with our State Regional Literacy Directors to ensure that our teachers in grades K-3 are learning and using the Science of Reading with materials that support this.

School Literacy Leadership Teams

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

Principals will receive information regarding the members of the school Literacy Leadership Team in June and July 2021. The District Reading Team will communicate the K-12 Reading Plan to principals via a principals meeting in August 2021. At the meeting in August 2021, the principals will submit the names of their School Literacy Leadership Team. The Assistant Superintendents will communicate regularly at principal meetings, newsletters, and individual conversations.

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

Curriculum and Instruction Director of Elementary, Stacy Burdette (K –5)

Curriculum and Instruction Director of Middle School, Michelle Henninger (6 – 8)

Curriculum and Instruction Director of High School, Vickie Hickey (9-12)

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

Curriculum and Instruction Directors of Elementary, Middle, and High

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.

The professional development aligned to Section 1012.98(4)(b)11:

Partnership with State Regional Literacy Directors - Professional learning on the B.E.S.T. Standards implementation in partnership with the State Regional Literacy Directors will continue K-12. The learnings involved at these trainings are focused to action items for each school's literacy coach and learnings brought back to campuses and facilitated by the literacy coaches.

Elementary Schools - In the 2020-2021 all elementary schools have implemented the Open Court Foundational Skills phonics-based curriculum with supported training in pedagogy for teachings in the area of foundational skills. This professional learning included training of literacy coaches, on demand modules for teachers, follow-up coaching with school-based literacy teams, and district support and monitoring of fidelity with classroom observation, walkthroughs, and data collection.

A 4-part series of Professional Learning will be developed and released for teachers during summer PD 2021-2022.

Part 1: Introduction to the new ELA Benchmarks for Excellent Student Thinking (B.E.S.T. Standards): Simple View of Reading, Scarborough's Reading Rope, and the Optimal Learning Environment

Part 2: Foundations of new ELA B.E.S.T. Standards - Explore theory, applications, and clarifications of Print Concepts (elementary only), Phonological Awareness, Phonics, Encoding, and Fluency within the 6-12 Foundational Reading Intervention Standards as well as the OLE to implement equitable, culturally responsive, standards-aligned curriculum and instruction.

Part 3: Self-Study in Grade-Level Benchmarks and Clarifications

Part 4: B.E.S.T. Alignment to ELA Core Curriculum including pacing guides and curriculum unit planning.

Reading Endorsement - Osceola School District aligned elements of the reading statute to content learning in Competencies 1, 2, and 4 of the reading endorsement. Courses were offered on site at every elementary school and centralized locations providing equitable access for teachers desiring to earn their endorsement. Teachers were required to show mastery in explicit, systematic, and sequential instruction with several multisensory strategies included in all reading areas to earn credit for the endorsement competency.

Exploring Structured Literacy - Several learning opportunities offered directly to teachers with focus on explicit, systematic, and sequential approaches for Reading through facilitation of FDLRS's Exploring

Structured Literacy professional learning, a district developed course with implementation requirements that require multisensory approaches, and embedded attention to the content through CUP trainings attended by all K-12 teachers.

Progress monitoring data is gathered by the Research, Evaluation, and Accountability Department and shared with stakeholders through a PowerBI Stocktake report. PLCs meet weekly in a guaranteed, dedicated time. Monthly Stocktakes are led by leadership team to review student data and progress towards school improvement goals. Professional development and support is provided to PLC and/or individual teachers based on identified needs from the school PLC lead and district School Accountability Administrator, Dr. Peter Straker.

Mentor teachers and model classrooms are being established K-12 with the help of the SRLD.

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 requirements for the reading plan are communicated to principals in a variety of ways:

- Weekly Updates: Comprehensive newsletters to principals
- Monthly Principal Admin Meetings
- Weekly Principal Development Meetings
- School Literacy Coaches also receive and disseminate information to leadership teams and schools
- My Professional Growth System (MyPGS) for alignment of professional learning opportunities

Classroom visits are conducted by the District's Curriculum and Instruction Department. Data is utilized to make decisions on teacher needs. Plan is developed in collaboration with school leadership teams. Individual coaching, professional learning, and support are provided by the school leadership team and C&I personnel. Process and implementation is monitored school administration and C&I Directors and Assistant Superintendents.

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

Oversight of the professional learning initiatives in the reading plan is a collaborative effort of the Teaching and Learning Division.

Coordinator of English Language Arts, Mackenzie Bertram - Provides oversight on the content of the reading professional learning and works with district resource teachers and school level coaches to develop and implement the professional learning.

Curriculum & Instruction Directors: Stacy Burdette, Victoria Hickey and Michelle Henninger - Provide monitoring and support of the reading initiatives and progress monitoring of the data and support.

Director of Professional Development Janice Franceschi - Maintains official records of professional development and provides data to the Teaching and Learning Leadership

Charter Schools

Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?

Yes

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 Literacy Coaches are reading endorsed or hold a reading certification. The Research, Evaluation, and Accountability Department tiered schools based on multiple data points to determine greatest need. Due to a lack of current data, past performance was also reviewed. Data points utilized included: NSGRA level, NWEA RIT score, DIBELS oral reading fluency score, prior-prior year FSA scores and MTSS team decisions for student placement based on decision trees and teacher reports of student performance. The total aggregate of Reading Tier 2 and Reading Tier 3 students as a proportion of total student population was utilized to determine the schools with the greatest need.

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?

Superintendent and Assistant Superintendents communicate during principal meetings and through individual conversations. District Curriculum Directors ensure that these requirements are clearly addressed with Literacy Coaches who support fidelity at each schools.

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

The Literacy Coordinator and Educational Specialist provide monthly professional learning with the literacy coaches using the PLAN-DO-CHECK-ACT model regarding data analysis. These meetings focus on helping teachers to establish goals and create action plans, coaching, and follow-up.

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

Curriculum Directors, Literacy Coordinator, and ELA Education Specialist

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

Two times per month

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

Evidence: Coaching logs, classroom observations, student evidence of learning

Problem Solving Steps: After analysis of the data, the District Resource Teachers provide in-field coaching to improve time on task with coaches. If situation persists, the Educational Specialist or Literacy Coordinator may intervene. In addition, the Director will communicate concern with school administrators.

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? |
|--|---|----------------------|--|--|
| FLKRS | K | Screeners | Phonological Awareness, Phonics | Annually |
| DIBELS | 6-8 | Progress Monitoring | Oral Language | 2 x A Month, Monthly |
| Benchmark Advanced (K-5) StudySync (6-12) | K-12 | Formative Assessment | Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension | Quarterly |

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?

Administrator on Assignment for School Improvement
Curriculum Directors, Coordinators, and Assistant Superintendents
Office of Research, Evaluation, and Assessment

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 instruction in foundational reading skills is systematic and explicit and meets the ESSA rating. Teachers in grades K-2 are in year two of full implementation of the Open Court Foundational Skill Curriculum. Literacy coaches have been trained to walk classrooms using the classroom walkthrough checklist from the Open Court Foundational Skills curriculum that is systematic and explicit. All ELA curriculum K-12 that is purchased is evidenced-based and meets the ESSA rating.

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

Teachers use oral reading fluency assessments and reading records that provide data to differentiate reading instruction.

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

The district adopted a core ELA curriculum with a strong non-fiction component. In addition, the district now has a district-wide implementation of AVID strategies including the purchase of B.E.S.T. Civic literacy texts.

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

The district MTSS leadership team regularly attends school site problem solving team meetings to ensure fidelity of implementation of the K-12 Reading Plan. Concerns that arise are reviewed with the leadership team and problem solved on an individual basis. A member of the leadership team provides coaching and ensures that the site understands and follows the Reading Plan.

At each school site, a Reading Leadership Team is formed to oversee implementation of the K-12 Reading Plan in each classroom. Observed concerns are shared with site leadership during the monthly Stocktake process

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.

Quarter 2: Survey the teachers, literacy coaches, and administrators at the school levels on the elements of the plan.

Quarter 3: Assemble a Focus Group of teachers, literacy coaches and administrators to analyze data to identify elements in need of improvement and strategies to increase literacy outcomes for students.

Quarter 4: Design K-12 Reading Plan with the Focus Group.

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 Reading Leadership Team will review the data from reading walkthroughs and data chats to ensure the school-level reading plan is being implemented with fidelity. Look for documents and observation results will be shared with teachers regarding implementation of the district adopted high quality ELA instructional materials.

Who at the district level supports effective implementation?

Curriculum Directors: Stacy Burdette, Mary Ann Rodriguez, Michelle Henninger, Vickie Hickey

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

The principal will review progress on the school-level reading plan and share during Stocktake meetings and with District Leadership.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

The data is reviewed by the Reading Coach and an administrator monthly, to ensure the weekly walkthroughs are in place and effective.

Who at the district level supports effective implementation?

Assistant Superintendents: Belinda Reyes, Michael Allen, Chundra Evens
Curriculum Directors: Stacy Burdette, Mary Ann Rodriguez, Michelle Henninger, Vickie Hickey

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

The data is reviewed by the Literacy Coach and administrator monthly, then shared with the leadership team at the monthly Stocktake meeting.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

The principal and reading team will ensure students receive interventions based on data. The team will monitor interventions through MTSS and make decisions for supports as needed.

Who at the district level supports effective implementation?

Research and Evaluation Department: Leah Torres, David Maddock, and Elizabeth Hadley
Curriculum Directors: Stacy Burdette, Mary Ann Rodriguez, Michelle Henninger, Vickie Hickey

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

The data is shared via Power BI to the principal who shares with the Reading Team.

The principal will review school and teacher level data and share during Stocktake meetings and with District Leadership.

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 students who score a Level 1 on the FSA will be invited to the 3rd Grade Summer Camp. The camp will be taught by a highly effective teacher who is certified or endorsed in Reading. The materials that will be used during the camp will be explicit, systematic, and multisensory. Some of the materials that are used are Corrective Reading (ESSA Evidence rating: Strong), Words Their Way (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate), Open Court Foundational Skills (What Works Clearinghouse evidence: potentially positive effects), and FCRR activities (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate)

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.

Students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments will be invited to summer camp to participate in explicit, systematic, and multisensory curriculum materials. Some of the materials that are used are Open Court Foundational Skills (What Works Clearinghouse evidence: potentially positive effects), Early Interventions in Reading (What Works Clearinghouse evidence: potentially positive effects), and FCRR Activities. Students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessments will be invited to summer camp to participate in explicit, systematic, and multisensory curriculum materials. Some of the materials that are used are Corrective Reading (ESSA Evidence rating: Strong), Words Their Way (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate), and FCRR Activities (Visible Learning effect size - phonics instruction: .70 strong; vocabulary programs: .63 moderate; comprehension programs: .55 moderate; direct instruction: .60 moderate).

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

81

Students who demonstrate a reading deficiency in grades K-2

749

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.)

49%

Students who demonstrate a reading deficiency in grades K-2

34%

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.

Students who exhibit a substantial reading deficiency will be provided a read-at-home plan. The students will utilize their 1:1 devices and hot spots (if needed). The MTSS problem-solving team in collaboration with the parent will design the plan. Some of the read-at-home resources available are Lexia, Footsteps to Brilliance, and Beable. FCRR resources will be made available to parents as well as the Just Read Florida website. K-5 students take home their ELA/ Reading workbooks at the end of each unit of study. The FCRR parental guides are available to parents who need a paper copy.

Who at the district is responsible for monitoring this requirement?

The Literacy Coordinator, Mackenzie Bertram, and ELA Ed Specialist, Dr. Beth Davis, will be responsible for monitoring this requirement.

Assessment, Curriculum, and Instruction

Requirements - Part A

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

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

How does the district support and monitor implementation?

K-5 schools are provided a Curriculum Unit Plan (CUP) with the 90-minute reading block design. During the whole group instruction, students learn the ELA B.E.S.T. Standards. In K-2, a specialized foundational skills curriculum was purchased to ensure that students would be taught the components of reading. In 3-5, the students are taught the foundational skills via the core text. Students participate in the sequence of reading instruction during whole group instruction.

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

Assistant Superintendent of Elementary Curriculum and Instruction, Belinda Reyes, and Director of Elementary Curriculum and Instruction, Stacy Burdette

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 Elementary K-5 ELA CUP provides students an opportunity to read complex text that is both informational and literary. Students read from their ELA core Benchmark Advance Florida Benchmark Advance 2022, Florida Edition (FLDOE Review of Instructional Materials Percent of Alignment- K-96.78%, 1st-100%, 2nd-85.94%, 3rd-81.25%, 4th-79.68%, 5th- 95.31%). The text provides background knowledge in social studies, science, and the arts

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

Assistant Superintendent of Elementary Curriculum and Instruction, Belinda Reyes, and Director of Elementary Curriculum and Instruction, Stacy Burdette

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

How does the district support and monitor implementation?

The K-5 CUP is explicit regarding guided reading for students. Students grades K-5 are assessed using the NSGRA and teachers use the Jan Richardson model for guided reading. Literacy Coaches provide training to new teachers and refresh veteran teachers on guided reading to meet individual student needs.

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

Assistant Superintendent of Elementary Curriculum and Instruction, Belinda Reyes, and Director of Elementary Curriculum and Instruction, Stacy Burdette

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 School District of Osceola County has aligned all the components of Florida's Revised Formula for Success: 6 + 4 + T1 + T2 + T3.

The School District of Osceola County has designed specific Decision Trees for K-3, 4-5, 6-8, and 9-12 to address the Formula for Success. These decision trees provide a roadmap for the classroom teacher and the MTSS problem-solving teams to ensure reading instruction meets the criteria. SDOC will address the 6 components of reading in T1, T2, and T3 utilizing high quality adopted materials and supplements to meet the needs of emerging bilingual students as well as students with an IEP. All 4 types of classroom assessments are woven through our curriculum unit plans at all grade levels for all students.

How does the district support and monitor implementation?

The district designs and monitors the master schedule that ensures that the students receive the instruction. The district resource teachers, ELA educational specialist, literacy coordinator, directors conduct classroom walk-through to monitor implementation.

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

The directors of each level (elementary, middle, and high) are responsible for supporting and monitoring the Formula for Success.

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:

| |
|---|
| Decision_Tree_K-12_2021-22_08.05.21.pdf |
| Osceola K-12 2022 Decision Tree |
| 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.

Students will participate in universal screening. MTSS teams will use the K-3 Decision tree to determine if a student is identified with a substantial reading deficiency based on the criteria. If it is determined that at the time of the universal screening, a student is identified as having a substantial reading deficiency, then the student(s) will immediately be placed in T3 and the K-3 Decision Tree will be followed. Students in T2 and T3 will be progress monitored and if at any time a student(s) scores at the lowest benchmark identified by the progress monitoring, the MTSS team will follow the K-3 Decision Tree and implement immediate intensive interventions. If a student consistently demonstrates, through formative assessments or teacher observation data, minimum skill level for reading competency in the areas of reading, then the teacher will communicate this to the literacy coach, PLC Lead, MTSS team, or administrator, and the MTSS problem-solving process will commence immediately. The team will follow the K-3 Decision Tree beginning with T1 with the input from the teacher. MTSS Teams will also use the 4-12 Decision Trees to determine if/when a student is exhibiting signs of a reading deficiency.

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