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	Stephan, Christine Director for Elementary Instructional Services christine.stephan@stjohns.k12.fl.us 904-547-7644
Elementary English Language Arts (ELA)	England, Becca Elementary Literacy Specialist rebecca.england@stjohns.k12.fl.us 904-547-7548
Reading Endorsement	Bogart, Melinda Director for PD and Evaluations melinda.bogart@stjohns.k12.fl.us 904-547-7614
Reading Curriculum	Altick-Magill, Mollie Coordinator for K-12 Literacy mollie.altick-magill@stjohns.k12.fl.us 904-547-7529
Professional Development	Bogart, Melinda Director for PD and Evaluations melinda.bogart@stjohns.k12.fl.us 904-547-7614
Assessment	Morell, David Director, Planning, Accountability, and Assessment david.morell@stjohns.k12.fl.us 904-547-8910
Summer Reading Camp	Stephan, Christine Director for Elementary Instruction christine.stephan@stjohns.k12.fl.us 904-547-7644
Third Grade Promotion	Stephan, Christine Director for Elementary Instruction christine.stephan@stjohns.k12.fl.us 904-547-7644
300 Lowest-Performing Elementary Schools	Stephan, Christine Director for Elementary Instruction christine.stephan@stjohns.k12.fl.us 904-547-7644

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 content of our Comprehensive Evidence-Based Reading Plan is communicated in the following ways:

Meetings with principals, assistant principals, and ILCs who share information with teachers

Monthly cross-department meetings including intervention services, ESE, curriculum departments

Shared with the SJCSD School Board

Posted on the SJCSD website

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 67%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 70%

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

The Early Childhood Services Department will ensure that all Pre-K teachers are utilizing the Getting Ready for Kindergarten study unit during the last few weeks of school.

The ECS Department will ensure that all Pre-K teachers receive information about the FLKRS and the FLKRS Video and {Practice test to use with their students during the Getting Ready for Kindergarten study unit. Florida Kindergarten Readiness Screener (fldoe.org)

The ECS department will inform all SJCSD kindergarten teachers of the importance of proper administration of the FLKRS to all incoming kindergarten students. Teachers will be asked to watch the introductory video and ensure that students have taken the FLKRS practice test with success before scheduling the official computer-based FLKRS testing.

Monthly meetings with identified schools in need of support.

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	7	15	31	33	14	5	15	33	32	15
4	9	15	27	31	17	7	15	29	30	18
5	7	16	27	29	20	5	16	29	28	21
6	10	18	22	31	19	8	18	24	30	20
7	13	19	25	25	17	11	19	27	24	18
8	11	17	27	27	19	9	17	29	26	20
9	10	16	24	24	20	8	16	26	23	21
10	9	18	23	23	18	7	18	25	22	19

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

For kindergarten, increase the percentage of students currently scoring at or above grade level in the iReady diagnostic by 2% from 81% to 83% (based on winter diagnostic).

For first grade, increase the percentage of students currently scoring at or above grade level in the iReady diagnostic by 5% from 60% to 65 % (based on winter diagnostic).

For second grade, increase the percentage of students currently scoring at or above grade level in the iReady diagnostic by 3% from 67% to 70% (based on winter diagnostic).

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.

• Summer Reading Program for grades K-5 $221,543 June 2022
• Instructional Literacy Coaches at 25 elementary/K-8 schools will be focused on teachers of students with substantial reading deficiencies in grades K-3
25 x $60,000; Total: $1,500,000
• Instructional Literacy Coaches for MS/HS will be focused on teachers of students with substantial reading deficiencies. 4 x $60,000 ($240,000)
• District expenditures on supplemental materials for secondary schools, middle school intensive reading; iReady online instruction for reading ($27,000); Curriculum Associates LAFS books for middle school Intensive Reading classes ($10,000)
Total: $37,000
• District Professional Development: Wilson Reading System Introductory Course $650; Wilson level 1 Certification for one teacher to focus support on teachers of students with substantial reading deficiencies in grades K-3 ($2500)
Total: $3150
District Professional Development: Wilson Fundations training for K-2 teachers:
• August- 90 teachers with subs ($11,250) 3 trainers ($7500)
• September-90 teachers with subs ($11,250) 3 trainers ($7500)
• September or October- 90 teachers with subs ($11,250) 3 trainers ($7500)
• November-two K-2 combination sessions at appr $3500 each with subs for 30 teachers at $125 each; estimated total: $10,750
• January-two K-2 combination sessions at appr $3500 each with subs for 30 teachers at $125 each; estimated total: $10,750
• Total: $77,500

$1,802,193 of the $2,094,193 allocation is dedicated to support students in K-3

School Literacy Leadership Teams

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

Principal Curriculum Workshop/Meetings

Annual Fidelity Check

Individual conversations as needed

SIP process

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

Directors for Instructional Services through the Annual Fidelity Check Form

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

Directors for Instructional Services

K-12 Literacy Coordinator

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.

Differentiated Professional Development Opportunities

FDLRS- Exploring Structured Literacy (meets 40-hour certification renewal requirement)- all teachers with specific areas of certification

SJCSD Reading Endorsement Competencies- targeted to all teachers providing intensive reading interventions to students who are coded B; available to all teachers

UFLI Literacy Matrix- targeted to all teachers providing intensive reading interventions to students who are coded B; available to all teachers

Partnership with Early Literacy Center Reading Competency 1 and 2- targeted to K-3 teachers providing intensive reading interventions to students who are coded B

Wilson Reading System trainings- targeted to all teachers providing intensive reading interventions to students who are coded B

SIPPS trainings- available to all ELA K-12 teachers

Wilson Fundations- K-2 ESE teachers and all K-2 classroom teachers

Partnership with UFLI- Intensive Reading teachers

Application of B.E.S.T. standards for students who are code B in Intensive Reading

Rewards trainings- 4th and 5th grade teachers, ESE, and Intensive Reading teachers

Mentor Teachers- Mentor teachers will be identified and model classrooms will be established within each school. Mentor teachers must have the state-updated CET training.

The criteria for a model literacy classroom will be developed and teacher candidates will be identified through literacy walkthroughs.

Time for PD

Early release Wednesday
Weekly PLC team time

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?

Principal meetings

District e-mail communications

Literacy walkthroughs

District Professional Development website

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

Director of Professional Development and Evaluations

K-12 Literacy Curriculum Coordinator

Secondary Literacy Program Specialist

Elementary Literacy Program Specialist

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.

Title I schools

Schools in TSI and CSI status

Elementary and Middle Schools serving students with substantial reading deficiencies-Decision Tree data is reviewed by district to determine the greatest need based upon student levels

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?

ILC job description

Principal meetings

Principal curriculum workshops

Fidelity checks

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?

Monthly ILC PLCs

ILC One Note

Summer BSI Training

Geo-pattern data meetings

Coordinator for K-12 Literacy

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

Coordinator for K-12 Literacy

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

Monthly

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

Define the problem or goal

Analyze the problem and relevant data

Implement an intervention plan

Evaluate the intervention for effectiveness

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?
	K-12 ELL Students	Screener	Oral Language, Vocabulary, Comprehension	Annually
i-Ready	K-8	Screener, Progress Monitoring	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Achieve 3000	Grade 9-12 level 1 and 2 readers	Screener, Progress Monitoring	Vocabulary, Comprehension	3 x A Year
FLKRS	Kindergarten students	Screener	Phonological Awareness, Phonics	Annually
	Students in grades 2-12 with substantial reading difficulties	Diagnostic	Phonological Awareness, Phonics	Annually
	Students in grades K-12 with reading deficiencies	Diagnostic	Phonological Awareness, Phonics	Annually
DIBELS	K-8	Diagnostic	Phonological Awareness, Phonics	Annually
Fox in a Box	K-12	Diagnostic	Phonological Awareness, Phonics	3 x A Year
DRA	K-8	Diagnostic	Phonological Awareness, Phonics, Fluency, Comprehension	3 x A Year
	K-12	Diagnostic	Phonological Awareness, Phonics, Fluency	3 x A Year
	K-12	Screener	Phonological Awareness, Phonics	Annually
	K-8	Screener	Phonological Awareness, Phonics	3 x A Year
	Students on MTSS language plan	Screener, Diagnostic	Oral Language	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?

Directors, Elementary and Secondary Curriculum and Instruction

Curriculum Specialists

K-12 Literacy Coordinator

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

Wilson Fundations will be utilized as a Tier I instructional tool in grades K, 1, 2 across the district

School-based ILCs continue training on The Science of Reading

Monthly Intensive Reading district PLCs

B.E.S.T. standards training with K-12 teachers

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

Teachers work in school-based grade-level PLCs to develop common formative assessments and use data to guide instruction. Teachers work as grade-level teams to provide reteach opportunities for students based on assessment results.

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

Integration of social studies and ELA; integration of science and ELA

Civics Literacy list

Morphology instruction in all content areas

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

Fidelity check feedback

Literacy Walkthrough data

PLCs

Literacy Leadership Team Meetings

Student Progression Plan

District-Level Monitoring - Part C
Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;

- Include input from teachers, literacy coaches and administrators at the school level; and

- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

Describe the district's plan to meet each requirement above. Include a description of how the district will use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

The elementary and secondary directors will visit each school annually to complete a fidelity check for compliance with the elements in the K-12 Reading plan. Teachers will be trained on the new ELA B.E.S.T. standards and new ELA instructional resource with support from Instructional Literacy Coaches. Systematic, explicit reading instruction is an area of focus for K-2 teachers. Intervention support for grades 3-5 with targeted specific reading deficiencies needs to continue with the support of literacy coaches. Continued training on the science of reading to include multisensory instruction and dyslexia will occur.

Self Reflection Tool
Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evlauation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

No files were uploaded

School-Level Monitoring of Plan Implementation

School-level implementation - Part A

Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

Annual Fidelity Checks

Who at the district level supports effective implementation?

Directors, Elementary and Secondary Curriculum and Instruction

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

Feedback from annual Fidelity Checks

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Administrators have been trained on the tool to use for walkthroughs. They are expected to go into ELA/reading classes at least one a week and collect data.

Who at the district level supports effective implementation?

District K-12 Literacy Coordinator

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

Literacy Leadership Teams review the data from Literacy Walkthroughs and see where changes need to occur. Plan for PD and support.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Weekly meetings with ILCs, monthly ILC PLCs, monthly principal meetings and principal curriculum workshops are scheduled with time to discuss the components and requirements of the Plan. Monthly ILC PLCs include training related to the components of the Plan, which the ILCs are required to deliver to teachers in the school.

Bi-weekly meetings with the intervention review team that are focused on specific evidence-based interventions to ensure they are being utilized correctly and the area of intervention is connected to an appropriate resource.

Annual Reading Plan fidelity check visits are conducted at each school with discussion about the implementation of the Plan. Schools provide documentation to show compliance. Rich discussions about reading instruction occur at this time.

Who at the district level supports effective implementation?

Directors for Instructional Services
K-12 Literacy Coordinator

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

Annual fidelity checks are conducted. District personnel visit each school and conduct classroom walk throughs as part of the process. Administrative literacy walk through data is reviewed during the fidelity check visit.

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 graders scoring level 1 on the ELA FSA will be served by highly effective reading endorsed/ certified teachers in the Summer Reading Camp. The instructional plan will include evidence-based explicit, systematic, and multisensory reading instruction in PA, phonics, fluency, vocabulary and comprehension utilizing the following resources: small group instruction through SIPPS, Wilson Reading, Wilson Fundations, and/ or Rewards. Additionally, the Teacher Toolbox and iReady Instruction will be implemented. Summer Reading Camp curriculum maps will be provided for teachers with specific standards targeted. Students in grade 3 will attend the program from June 21-July 23, M-F from 8-12:30 p.m.

Districts have the option of providing summer reading camps to students in grades K-2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 4-5 who score Level 1 on the statewide, standardized ELA assessment.

Will the district implement this option?

Yes

If yes, describe the district's instructional plan, include a description of the evidence-based instructional materials that will be utilized.

The Summer Reading Camp will include students from grades K-2 and 4-5 and will be served by highly effective or effective reading endorsed/ certified teachers. The instructional plan will include evidence-based explicit, systematic, and multisensory reading instruction in PA, phonics, fluency, vocabulary and comprehension utilizing the following resources: small group instruction through SIPPS, Wilson Reading, Wilson Fundations, and/ or Rewards. Additionally, the Teacher Toolbox and iReady Instruction will be implemented. Summer Reading Camp curriculum maps will be provided for teachers with specific standards targeted. Students in K-2 and 4 will attend the program from June 21-July 23, M-F from 8-12:30 p.m. Rising 6th graders will attend from July 6-July 23 following the same days/times.

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.)
129

Students who demonstrate a reading deficiency in grades K-2
340

Students who score Level 1 in grades 4-5
169

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.)
55%

Students who demonstrate a reading deficiency in grades K-2
28%

Students who score Level 1 in grades 4-5
32%

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.

School teams will share the Read-at-Home plan with families as part of the MTSS process.

Read-at-Home plans will be made available on school websites.

Example:
Parent Guide for Reading at Home
For Grades 9-12
The purpose of this guide is to provide a brief overview of the High School English Language Arts Standards and support for parents and families with high school students.
The Florida Benchmarks for
Excellent Student Thinking
(B.E.S.T.) Standards
The B.E.S.T Standards for English Language Arts (ELA)
are literacy standards for Florida students that will
shape their education. Education leaders across
the state of Florida improved the academic content
standards, creating new expectations for what
students need to know and be able to do. The
benchmarks are goals that students are expected
to achieve by the end of the school year. The B.E.S.T.
Standards are designed to ensure that ALL students reach their greatest potential.
THESE STANDARDS EMPHASIZE: Explicit systematic phonics instruction Critical thinking skills A deep respect for literature from historic time periods Knowledge building through content-rich text
The B.E.S.T. Standards include suggested texts at every grade level. Below are a few suggested texts mentioned in the B.E.S.T. Standards.
Have your child listen to audio books and follow along with the printed words.
Be a reading model. If your child sees you reading, he/she will see the
importance of reading.
Be frequent visitors to your local public library. Let him or her see you choosing,
checking out and enjoying books. Encourage your child to choose and check out
books.
Preview vocabulary before starting homework. Find words that might be
difficult and read and define them before beginning a homework assignment.
Have your child engage in real-world writing. Write a resume, write a blog post or
keep a daily journal.
Encourage your child to give detailed response during conversations. Ask your
child questions about what he/she sees and experiences. Be sure your questions
call for sentence answers.
Have your child research information about a topic. Encourage them to find books
based on the topics they are interested in and that they would like to learn more about.
Remember, you are your child's first teacher. Think about a conference as a "team meeting" in which you will discover the special contributaions each of you bring to your child's success. It is everyone's goal for your child to succeed.
LOCATE ACTIVITIES AND RESOURCES
TALK TO YOUR CHILD'S TEACHER
Has my child demonstrated they understand the content through reading and writing?

AUTOMATICITY: When reading, it is the ability to read words quickly and accurately.
BACKGROUND KNOWLEDGE (PRIOR KNOWLEDGE): Information that is important to understanding a situation or problem; what you already know from experience.
CENTRAL IDEA: What the text is mostly about and connects the ideas found throughout the text.

Who at the district is responsible for monitoring this requirement?

Directors for Elementary and Secondary Curriculum and Instruction through the annual school-based fidelity check process.

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?

Elementary Schedule Guidelines

Savvas MyView Literacy K-5

Wilson Fundations K-2

IReady Reading Teacher Toolbox K-5

Annual Fidelity Check

Administrative Literacy Walkthrough Data

PLC Data Review

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

Director for Elementary Curriculum and Instruction

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?

ELA, Social Studies, and Science Curriculum Map Resources

Civics Literacy List

Annual Fidelity Check

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

Elementary Literacy Program Specialist

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

How does the district support and monitor implementation?

Savvas MyView Literacy K-5

Wilson Fundations K-2

IReady Reading Teacher Toolbox K-5

Annual Fidelity Check

Administrative Literacy Walkthrough Data

PLC Data Review

Code A reading audits

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

K-12 Literacy Coordinator

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.

Six components of reading will be addressed through the K-12 B.E.S.T. standards-based instruction. We will include all four types of assessments as noted in the chart above. Our core instruction will be standards aligned, include accommodations for ELL students and students with IEPs. Students who are not successful with tier 1 instruction will have access to problem-solving and intervention support through a multi-tiered system of support.

How does the district support and monitor implementation?

Literacy walkthroughs and Literacy Leadership Teams

IEPs

ELL committee meetings

MTSS teams

PLCs

Progress monitoring

Fidelity checks

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

K-12 ELA Curriculum Coordinator

ESE Program Specialist

ELL Program Specialist

Intervention Services Staff

Curriculum Specialists

Planning and Accountability

Directors of Curriculum and Instruction

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:

SJCSD_Decision_Trees_2021-2022_FINAL_8-13-21.pdf
Decision Trees
[Document Link](#)

Identification of Students with a Substantial Reading Deficiency

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

The district uses iReady (K-8) and Achieve 3000 (9-12) to progress monitor students. This data, along with FSA data helps schools determine if students have a substantial deficiency in reading. MTSS, reading goals on the IEP, and/or ELL scores help to ensure that all students are placed in the appropriate intervention courses K-12. A reading audit is run weekly to have schools review their students receiving Code A and/or Code B interventions.

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