



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	Gabbard, Christy Director of Program Development and Outreach cgabbard@pky.ufl.edu 352-392-1554
Main District Reading Contact	
Elementary English Language Arts (ELA)	Ozog, Jill K/1 Learning Community Leader jozog@pky.ufl.edu
Secondary ELA	Janicke, Kathryn Secondary Literacy Learning Community Leader kjanicke@pky.ufl.edu
Reading Endorsement	Gabbard, Christy Director of Program Development cgarison@pky.ufl.edu
Reading Curriculum	Gabbard, Christy Director of Program Development cgarison@pky.ufl.edu
Professional Development	Gabbard, Christy Director of Program Development cgabbard@pky.ufl.edu
Assessment	Gabbard, Christy Director of Program Development cgabbard@pky.ufl.edu
Data Element	Gabbard, Christy Director of Program Development cgabbard@pky.ufl.edu
Summer Reading Camp	Van Boven , Ross K-5 Curriculum Coordinator rvanboven@pky.ufl.edu
Third Grade Promotion	Van Boven , Ross Director of Program Development rvanboven@pky.ufl.edu
300 Lowest-Performing Elementary Schools	Van Boven , Ross K-5 Curriculum Coordinator rvanboven@pky.ufl.edu

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 district communicates the contents of the K-12 Comprehensive Reading Plan through annual posting of the plan on P.K. Yonge's website <https://pkyonge.ufl.edu/information/policies-publications/>

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 69%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 80%

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

We will continue to design instruction to meet students where they are in literacy and mathematics

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	9	26	33	20	17	5	22	41	20	17
4	15	25	23	26	11	21	18	27	23	11
5	11	17	37	29	6	10	30	29	24	8
6	6	14	39	31	9	13	20	29	24	13
7	6	15	24	34	21	14	26	29	19	12
8	12	16	30	23	19	13	25	32	20	10
9	15	18	20	36	11	10	21	30	30	10
10	9	21	30	29	11	10	34	21	25	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%).

We will continue to strive to design core curriculum and instruction to ensure that students in K, 1, and 2 at 80% demonstrating proficiency.

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.

P.K. Yonge continues to implement prioritization of our K-3 literacy program. In K-3 program analysis , we continue to see positive outcomes. Reading coaches and reading interventionists our prioritized in our reading allocation funds.

School Literacy Leadership Teams

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

As a single school, school district, the monitoring of student success in the elementary, middle, and high school literacy program at P.K. Yonge Developmental Research School occurs within the structure and implementation of our multi-tiered systems of support model. Our core instructional leadership, literacy leadership, and multi-tiered systems of support leadership teams are aligned to ensure implementation of a cohesive program designed to support learner variability. The principal of the single K-12 communicates directly on a weekly basis with the Director of Program Development and Director of Student and Family Services who oversee the work of faculty serving in these designated leadership teams.

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

As a single school, school district, the monitoring of student success in the elementary, middle, and high school literacy program at P.K. Yonge Developmental Research School occurs within the structure and implementation of our multi-tiered systems of support model. Our core instructional leadership, literacy leadership, and multi-tiered systems of support leadership teams are aligned to ensure implementation of a cohesive program designed to support learner variability. The Principal, Carrie Geiger, of the single K-12 communicates directly on a weekly basis with the Director of Program Development, Christy Gabbard and Director of Student and Family Services, Ashley Hill who oversee the work of faculty serving in these designated leadership teams.

District Level roles include the Director of Program Development and the Director of Student and Family services.

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

The Director of Student and Family Services oversees the Multi-tiered system of support at P.K. Yonge and works directly the Director of Program Development to ensure appropriate implementation of P.K. Yonge's student support model. These leaders work directly with K-5 Curriculum Specialist and K-12 Learning Community Leaders to ensure that students who are not responding to current instruction and progressing toward goals are receiving appropriate interventions.

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.

Teachers are provided an opportunity for professional learning to support the integration of 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 through the UF Lastinger Flamingo Literacy Matrix professional learning program. This intensive opportunity is supplemented by job embedded professional learning focused on the above named components of literacy. Time is provided for teachers as a component of our Wednesday Professional Learning Calendar and Wacky Wednesday structures in order to facilitate literacy professional learning. Based on each communities ongoing progress monitoring of student data, we adjust the focus and intensity of needed professional learning. Our learning community structure includes a learning community leader who both provides direct intervention to students as well as mentoring teachers within the community on implementation of literacy instruction. Our learning communities are setup in order to provide working models and visibility between teachers and learning spaces so that all teachers within the community have the ability to see high quality instruction modeled by their colleagues.

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?

As a single school, school district the district roles of Director of Program Development and Outreach and Director of Student and Family Services work directly with the K-12 principal and meet weekly in order to ensure professional learning is planned and implemented to support the implementation of the literacy program at P.K. Yonge.

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

Director of Program Development and Outreach

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.

Single school, need is assessed based on grade level data within the single school and coaching assignments and supports are planned based on student need. Those serving in coaching roles are reading endorsed.

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?

Directly through weekly meetings

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

Weekly meetings between coaches and district leaders

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

Director of Program Development and Outreach

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

Quarterly

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

Quarterly comprehensive review of student data drives decision-making regarding coaches time, tasks, and where direct services are provided.

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 students	Screeners	Phonological Awareness, Phonics	Annually
DIBELS	K-3	Progress Monitoring	Fluency, Vocabulary, Comprehension	Quarterly
Fountas and Pinell	K-1	Progress Monitoring	Comprehension	Quarterly
Gates	2	Summative	Comprehension	Annually
SAT -10	2	Summative	Comprehension	
FSA	3-10	Screeners		
District Developed Assessment	3-12	Progress Monitoring		
District Developed Assessment	3-12	Formative Assessment		
Adaptive Progress Monitoring Assessment	3-10	Progress Monitoring		
QRI	As needed for diagnostic purposes	Diagnostic		

District-Level Monitoring - Part B

Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

The Director of Program Development coordinates directly with the Director of Student Family Services, the K-12 Principal, K-5 curriculum coordinator and learning community leaders at each set of grade bands to ensure oversight, support, and follow-up of the K-12 reading plan.

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

Weekly meetings occur with district and school leaders including the K-5 curriculum coordinator to ensure that explicit and evidence-based reading instruction occurs in classrooms.

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

Teaching teams meet weekly to engage in collaborative planning and analysis of data in order to ensure students are receiving core and tiered instructional services aligned to their needs.

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

In addition to incorporating access to high quality complex text within all courses, the district is organizing and implementing job embedded content area literacy professional learning for teachers in grades 6-12. The district is providing literacy professional learning for all K-5 teachers in order to enhance high quality literacy instruction in content areas K-5.

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

Through our weekly meetings district and school leaders are able to engage in direct communication with learning community leaders (K-5) to ensure implementation of literacy instruction that meets the needs of students. When concerns are communicated the district and school leaders collaborate with teachers and external partners to support implementation of literacy instruction.

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level; and
- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

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

The district will review data annually and with K-12 leaders including teachers, admin, and coaches, discuss implementation of curriculum, alignment of professional learning, implementation and professional learning related to literacy practices in classrooms in order to ensure continuous improvement in literacy instruction increasing student achievement.

Self Reflection Tool

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

The district must use the 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?

Effective implementation of the K-12 reading plan is monitored through coordination between the principal, Director of Student Family Services, Director of Program Development, K-5 Curriculum Coordinator, Ross VanBoven and Learning Community Leaders, Jill Ozog, Angie Flavin, and Tara Palmer. These school-based roles work together to ensure effective, evidence-based instruction is being implemented. Through our MTSS System, student data is monitored and adjustments to core (Tier 1), Tier 2, and Tier 3 are made based on student needs. Specifically regarding weekly reading walk-throughs, our Principal, Carrie Geiger will be tasked with walking through classrooms and providing timely feedback to teachers.

Who at the district level supports effective implementation?

Effective implementation of the K-12 reading plan is monitored through coordination between the principal, Director of Student Family Services, Director of Program Development, K-5 Curriculum Coordinator, and Learning Community Leaders. These school-based roles work together to ensure effective, evidence-based instruction is being implemented. Through our MTSS System, student data is monitored and adjustments to core (Tier 1), Tier 2, and Tier 3 are made based on student needs. Specifically regarding weekly reading walk-throughs, our Principal will be tasked with walking through classrooms and providing timely feedback to teachers.

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

Annual screening data collected through FSA (Florida Standards Assessments), provides a starting point for program analysis. Using this data district/school leaders are able to engage in overarching program analysis and target areas for possible program effectiveness interventions or improvements. Additionally, student's individual data is used to track the extent to which each student is showing appropriate growth and/or demonstrating proficiency in literacy benchmarks. Student data in combination with data related to effective instruction (gathered through classroom walkthroughs) is used to continue to monitor and identify areas for improvement.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

K-5 and 6-12 instructional leaders are tasked with completing walk throughs of all classrooms on a weekly basis. The Principal and Director of Program Development will monitor weekly logs outlining walkthroughs and data related to walkthroughs.

Who at the district level supports effective implementation?

K-5 and 6-12 instructional leaders are tasked with completing walk throughs of all classrooms on a weekly basis. The Principal and Director of Program Development will monitor weekly logs outlining walkthroughs and data related to walkthroughs.

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

Scheduled weekly check-in meetings with K-5 and 6-12 instructional leaders.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Student Success Team Meetings are a central component of our Multi-tiered system of support. In these quarterly student success team meetings student data is reviewed/monitored by a team of stakeholders including teachers, admin, counselors, coaches, and school psychologists. Adjustments to core or tiered instruction occur based on the students' data.

Who at the district level supports effective implementation?

Director of Student and Family Services and Director of Program Development

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

Student Success Team Meetings are a central component of our Multi-tiered system of support. In these quarterly student success team meetings student data is reviewed/monitored by a team of stakeholders including teachers, admin, counselors, coaches, and school psychologists. Adjustments to core or tiered instruction occur based on the students' data.

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.

All students attending summer reading camp (SAIL) will be provided high quality, evidence-based reading instruction. All students (K-3) whose data suggested they were demonstrating reading prof below benchmarks, were invited to attend summer reading camp.

Evidence based instructional materials include both core and supplemental curriculum providing instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Instructional materials include but are not limited to SIPPS, Being a Reader, and Headsprout (Learning A-Z) implemented following the IES practice guide recommendations <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/14>

<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

<https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

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.

Evidence based instructional materials include both core and supplemental curriculum providing instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. All students (k-3) whose data suggested they were demonstrating reading below prof benchmarks were invited to attend summer reading camp.

Instructional materials include but are not limited to SIPPS, Being a Reader, and Headsprout (Learning A-Z) implemented following the IES practice guide recommendations <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/14>

<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

<https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

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.)

5

Students who demonstrate a reading deficiency in grades K-2

31

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.)

8%

Students who demonstrate a reading deficiency in grades K-2

19%

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.

As a single school, school district, P.K. Yonge will implement the read-at-home plan in support of students with a substantial reading deficiency by building off our core reading at home plan and extending additional reading materials. The materials will be sent home to students and families through coordination with our media specialist. Each learning community leader will coordinate with our media specialist and families to ensure students have support for implementing the read at home plan as well as access to high quality literacy materials.

Who at the district is responsible for monitoring this requirement?

Director of Program Development working directly with the K-12 Media Specialist

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 students receive 90 minute block of uninterrupted reading instruction including a portion of the time dedicated to whole group instruction. The instruction provided during the 90-minutes is evidence based and differentiated in order to meet student needs. Being a Reader (K-2) SIPPS (K-3) and Being a Writer and Making Meaning with SIPPS supplemental (4-5) make up our core reading program. Implementation of these programs is carried out following recommendations in the IES practice guides <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/14>
<https://ies.ed.gov/ncee/wwc/PracticeGuide/21>
<https://ies.ed.gov/ncee/wwc/PracticeGuide/3>

Weekly meetings including K-5 learning community leaders and K-5 curriculum coordinator serve to continuously monitor ongoing implementation of curriculum and implementation/support needs. Our MTSS system which includes check-in SST (monthly reviews of student data) is monitored by Director of Student and Family Services and Director of Program Development.

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

Director of Student and Family Services and Director of Program Development and Outreach

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?

All of our units in science and social studies include texts, a combination of primary and secondary sources, to build students knowledge within the content areas. Within our visual, performing, and practical arts programs students have opportunities to learn with and from texts related to different areas of study.

As a one school, school district we monitor with direct annual review and refresh of high-quality literature in each learning community.

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

Director of Program Development in coordination with the K-5 curriculum coordinator and learning community leaders.

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

How does the district support and monitor implementation?

Director of Program Development in coordination with the K-5 curriculum coordinator and learning community leaders meet weekly to discuss needs in each learning community. Additionally, through our MTSS system of support student data is monitored to ensure appropriate small group instruction and interventions are provided.

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

Director of Program Development and Director of Student Family Services

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.

As a single school, school district K-5 teachers collaborative plan for implementation of core and tiered instruction. We implement Center for Collaborative Classroom, Being a Reading (K-2) and Making Meaning/ Being a Writer (3-5) in addition to SIPPS as core curriculum. K-5 curriculum coordinator and learning community leaders ensure standards-aligned T2 and T3 instruction is delivered based on student data and established need. This is monitored through implementation of our MTSS system of support. As a single school, school district 6-12 teachers (1 in each subject and grade level) design and implement standards-aligned curriculum for each course in coordination with their department and grade level team teachers and with oversight by the Director of Program Development. Curriculum design is monitored through the districts LMS and requirements for instructional design include providing print-rich explicit and systematic, scaffolded, and differentiated instruction; building background and content knowledge; and incorporating writing in response to reading; as well as principles of Universal Design for Learning.

How does the district support and monitor implementation?

Director of Program Development monitors curriculum design of 6-12 courses through the districts LMS (Canvas). Implementation of core and tiered services is monitored through our multi-tiered system of support

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

Director of Student Family Services and Director of Program Development

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:

DecisionTree_2021_K12Reading.pdf
<i>K12 Decision 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.

If a student scores significantly below benchmark on a screening assessment FLKRS (K) and DIBELS (1-2) 3-10 FSA Screening scoring at level 1 and in some cases level 2 depending on additional CBM data, additional assessment data is gathered in order to determine the extent to which the student is demonstrating reading skills at a level that would be considered a substantial deficiency. Through our MTSS System of responding to student needs, student interventions and progress will be tracked in order to monitor students' literacy development.

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.

NA

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

NA

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.

NA