

Columbia County School District



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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	Lang, Justin Director of Instructional Services langj1@columbiak12.com 3867584866
Secondary ELA	Widergren, Todd Assistant Superintendent widergrent@columbiak12.com 386-755-8015
Assessment	Lang, Justin Coordinator of Assessment and Accountability langj1@columbiak12.com 386-758-4866
Data Element	Crews, Jamie MIS Director crewsj@columbiak12.com 386-755-8027
Elementary English Language Arts (ELA)	Jernigan, Hope Assistant Superintendent jerniganh@columbiak12.com 386-755-8015
Reading Endorsement	Judkins, Sonya Director of Instructional Services judkinss@columbiak12.com 3867558043
Reading Curriculum	Judkins, Sonya Director of Instructional Services judkinss@columbiak12.com 3867558043
Professional Development	Adkins, Joe Director of Federal Projects adkinsj@columbiak12.com 3867584912
Summer Reading Camp	Judkins, Sonya Director of Instructional Services judkinss@columbiak12.com 3867558043
Third Grade Promotion	Judkins, Sonya Director of Instructional Services judkinss@columbiak12.com 3867558043
300 Lowest-Performing Elementary Schools	Judkins, Sonya Director of Instructional Services judkinss@columbiak12.com 3867558043

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 will communicate the contents of the Comprehensive Evidence-Based Reading Plan to all stakeholders in the following ways:

- Instructional Coach Meetings, Spring 2021 and beyond, share and discuss
- Elementary and Secondary Principal Meetings, Spring 2021 and beyond, share and discuss
- Faculty Meetings (during pre-planning 2021), administrators are required to share and discuss
- Reading Leadership Teams will meet with the administration (during pre-planning and beyond at each school) to share plan and create goals.
- District Website, will feature the plan for parents, teachers, community members, and students
- District Website will give contact information for District Reading Contact
- All schools will be given online access, as well as printed copies of the plan during pre-planning 2021

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 59%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 63%

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

Our district has an active VPK program at all elementary schools. The district will continue to use Title I funds at the neediest elementary schools to fund full-day VPK programs. The district actively promotes our VPK programs and creates signage throughout the VPK registration process. The district will use transition activities (like Kindergarten Round-Up) during the summer to promote student readiness. Information about Kindergarten is sent out through our elementary schools, school-based VPK programs, and private VPK programs.

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	16	25	33	22	5	14	21	36	23	6
4	17	23	33	20	7	15	20	35	22	8
5	16	30	30	19	6	13	28	32	20	7
6	20	27	23	25	6	17	25	25	26	7
7	26	24	24	20	6	23	21	27	22	7
8	24	26	26	16	9	21	23	29	17	10
9	30	25	22	17	6	27	22	25	19	7
10	27	28	19	19	7	24	25	22	21	8

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%).

Columbia County uses i-Ready for progress monitoring. This year, we will raise our percentage of students showing growth per i-Ready standards for the following: Kindergarten will increase from 71-76%. First grade will increase from 68% showing growth to 73%. Second grade will increase from 58% showing growth to 63% by the last diagnostic.

District Budget for Research-Based Reading Instructions Allocation

Budget

1	Research-Based Reading Instruction Allocation		\$0.00
		FTE	2021-22
			\$0.00
2	Estimated proportional share distributed to district charter		\$36,803.00
		FTE	2021-22
			\$36,803.00
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		\$400,000.00
		FTE	2021-22
		16.0	\$400,000.00
8	Supplemental materials or interventions for secondary schools		\$0.00
9	Intensive interventions for elementary students reading below grade level		\$56,750.00
		FTE	2021-22
		1.0	\$56,750.00
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		\$7,630.00
		FTE	2021-22
			\$7,630.00
14	Additional hour for 300 lowest-performing elementary schools		\$0.00
Total:			\$501,183.00

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.

Our district has prioritized reading allocation funds by providing additional supports, via reading paraprofessionals (16), at our elementary schools, particularly in grades K-3.

School Literacy Leadership Teams

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

This requirement is covered in Elementary and Secondary Principal Meetings, as well as email correspondence from the District Reading Contact to all principals.

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

The roster of School Literacy Leadership Teams is maintained by the District Reading Contact.

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

Supporting and monitoring School Literacy Leadership Teams is the role of the District Reading Contact. Compliance is ensured by the Assistant Superintendent of Elementary Education and the Assistant Superintendent of Secondary Education.

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.

*Our district utilizes the "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide." This guide recommends the following;

1. Teaching students academic language skills, inferential and narrative language, and vocabulary.
2. Teaching students to recognize and manipulate the segments of sounds in speech and how they link to letters.
3. Teaching students to decode words, analyze word parts, and write and recognize words.
4. Ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

*Progress Monitoring Data will be discussed at Data Days, as well as weekly grade level/subject areas meetings. K-8 schools will utilize i-Ready. 9-12 schools will utilize ExactPath. Assessment and progress monitoring will also be used with our new ELA adoptions, McGraw Hill Wonders and StudySync, and Savvas My Perspectives. Data will determine Tier 2 and Tier 3 interventions to be utilized.

*Each school will establish one or more mentor teachers. Each school will establish one or more model classrooms.

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 are shared at Elementary Principals Meetings and Secondary Principals Meetings. These meetings occur twice per month at each level.

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

- Director of Instructional Services, District Reading Contact
- Assistant Superintendent, Elementary Education
- Assistant Superintendent, Secondary Education

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.

Each school in the district has an instructional coach. Our district utilizes a coach with experience teaching literacy skills with NEFEC at our Lowest 300 elementary school. All other instructional coaches are currently reading endorsed, certified, or in the process of becoming endorsed/certified.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
 - the major reading components, as needed, based on an analysis of student performance data;
 - administration and analysis of instructional assessments; and
 - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

Requirements have been sent to all principals and coaches via email. Requirements are also being shared and discussed at Elementary and Secondary Principals Meetings, as well as Instructional Coach 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?

These high-impact coaching priorities are discussed and planned at Instructional Coach Meetings. Evidence of these priorities can be seen in monthly coaching logs and school data.

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

The District Reading Contact, the Federal Projects Director, and the Assistant Superintendents for Elementary Education and Secondary Education.

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

At least monthly, according to documentation shared in the monthly coaching logs. Data is shared after "Data Days," progress monitoring, and diagnostics (3).

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

Coaches and principals/administration are given copies of the Just Read, Florida! Coaching Model. It has already been shared and will continue to be discussed in principal meetings, coaches meetings, and district leadership meetings. Coaches will be asked to share feedback at coaches' meetings and through a Google Form requesting their thoughts and opinions of the role and expectations of their positions versus the realities at their job site.

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?
District Developed Assessment	Kindergarten students	Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Vocabulary, Comprehension	Quarterly
i-Ready	All students K-8	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
ExactPath	Grades 9-12, all students	Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
STAR Early Literacy	VPK students, first 30 days	Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
FSA	Grades 6-12, all students except those taking FSAA	Summative	Phonological Awareness, Phonics, Vocabulary, Comprehension	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?

- District Reading Contact
- Assistant Superintendent for Elementary Education
- Assistant Superintendent for Secondary Education

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

Our district utilizes the Foundational Skills to Support Reading for Understanding Kindergarten Through 3rd Grade, Educator's Practice Guide from the What Works Clearinghouse to ensure instruction is systematic and explicit, as well as evidence-based.

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

Our district will use formative assessments through our new ELA adoptions: McGraw Hill Wonders (K-5), McGraw Hill StudySync (6-8), and Savvas My Perspectives (9-12). We will also continue to use Performance Matters Unit Assessments (district-developed, 6-12). These assessments are shared with the district and plotted on our district data wall for feedback and support with principals, faculty, parents, and students.

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 is using many of the Sample Texts from the ELA BEST Standards to deepen understanding into other content areas. The district has chosen textbooks that include many of these sample texts. Social Studies, science, and SEL content is a part of the textbook coverage. The district has also purchased texts from the K-12 Civics Literacy Booklist as well.

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

Concerns are directed to (and requested by) the District Reading Contact. The Director of Federal Projects also solicits concerns/feedback regarding the reading plan implementation and outcomes.

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 utilize the Just Read, Florida! Self-Reflection Tool, leadership evaluation process, assessment results, new ELA adoption feedback, intervention results, professional development, and family engagement with the At-Home Reading Plan.

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:

Reading_Plan_Self-Reflection_Tool_(2).docx
<i>Self-Reflection Tool, Columbia</i>
Document Link

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?

School administration will conduct weekly reading walkthroughs

Who at the district level supports effective implementation?

The District Reading Contact, Assistant Superintendents for Elementary Education and Secondary Education

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

The District Reading Contact will create a template for the weekly walkthrough form to be used by principals/administration at each school. This information will be shared with the district reading contact and the district leadership team.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

School administration teams (principals, assistant principals) will be required to conduct weekly reading walkthroughs. The district will provide a walkthrough template and Google sheet format.

Who at the district level supports effective implementation?

- Superintendent
- Assistant Superintendents (Elementary and Secondary)
- Coordinator of Assessment and Accountability
- Director of Instructional Services/District Reading Contact

The district utilizes a walkthrough template which will be sent to the district reading contact weekly

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

District Reading Walkthrough Team will meet with principals throughout the year to verify data and findings and create next steps.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Data days are held three times each year, at the beginning, middle, and spring. Grade level teachers are scheduled for these meetings, lasting approximately one-half day each. Teachers meet with the administration, the instructional coach, the curriculum resource teacher, guidance, and ESE staff to go over effective implementation and current data.

Who at the district level supports effective implementation?

The District Reading Contact, as well as the assistant superintendents of elementary education and secondary education. The director of federal projects also helps oversee instructional coach and curriculum resource teachers' roles in the process.

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

The district has access to all student data and implementation oversight. As data days are completed at each school, implementation plan changes/tier changes are reported to the district reading contact and MIS Director.

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.

No

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 who do not score a Level 2 or higher on FSA ELA are invited to Summer Reading Camp. Additionally, principals have the discretion to invite Level 2 students as well. Those programs were held at Fort White Elementary School and Eastside Elementary School. Our teachers utilize i-Ready, Accelerated Reader, Saxon Phonics, and LLI. Additionally, teachers use Houghton Mifflin Soar to Success or Great Source Summer Reading Success. All work is done utilizing small group learning with teachers, followed by paraprofessional continued small group support. See Hattie's Ranking .47, for small group learning, <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>.

Although not all Summer Reading Camp teachers were reading endorsed or certified, the position called for this. The principals were not able to find enough reading endorsed or certified teachers to fill all of these positions.

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?

No

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

NA

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.)

49

Students who demonstrate a reading deficiency in grades K-2

0

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.)

44%

Students who demonstrate a reading deficiency in grades K-2

0%

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.

K-1 Saxon Phonics, take-home readers; Short-Long Vowel Readers (TCM)

Grades 1-6 - Accelerated Reader, based on appropriate AR level. Expected points are individually based, and reading/assessing is monitored, "Book In Bag" program with readers and AR books. K-1 parents read with and sign reading log. Grade 2-6 parents sign student reading logs and read with/monitor student reading.

Grades 7-12 - Assigned reading from the B.E.S.T. ELA Booklist. This includes books and excerpts. This will also include some leveled readers for approaching, on-level, accelerated, and ELL students (McGraw Hill Wonders and Savvas My Perspectives).

Who at the district is responsible for monitoring this requirement?

District Reading Contact

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?

The 90-minute reading block is evidenced in the master schedule of each elementary school. Principals share with faculty and students the importance of this block of time to avoid all interruptions and distractions. The 90-minute block consists of phonemic awareness, phonics instruction, vocabulary, fluency, and comprehension. Our district utilizes McGraw Hill Wonders (state-approved instructional material), which also includes Tier 2 supports.

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

District Reading Contact, and all members of the District Walkthrough Team.

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

The district has ordered books for all grade levels from the K-12 Civics Literacy booklist. These books are being distributed to all schools. Additionally, the district has adopted ELA curriculum that includes content related to social studies, science, the arts, and social-emotional learning.

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

District Reading Contact

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

How does the district support and monitor implementation?

Small group differentiated instruction is required by principals at all schools to meet individual needs. The implementation can be seen in school/district walkthroughs, as well as through teacher lesson plans.

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

District Reading Contact, District Walkthrough Team

Florida's Revised Formula For Success - Part B

K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 + T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;
- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

The district is meeting the requirements of Florida's Revised Formula for Success but will need to identify students with a substantial reading deficiency, also with a federally required student plan (IEP or IPMP). Those Tier 3 students will be served by a reading certified or endorsed teacher.

How does the district support and monitor implementation?

The district will monitor this implementation by examining student data for each school, including FSA data, i-Ready data, ExactPath data, and the Tier 2 and Tier 3 data. Intervention data will be reviewed and monitoring will occur through district walkthroughs.

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

The District Walkthrough Team, which includes Superintendent, Assistant Superintendents (for Elementary and Secondary Education), the District Reading Contact, the Coordinator of Assessment and Accountability

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:

CCS_Proposed_Reading_Plan_Decision_Trees_(K-12)_2021-2022_FINAL.pdf
<i>Decision Trees 21-22</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.

Students who score at the lowest achievement level (at or below the 10th percentile) on i-Ready (K-8) will be identified as having a Substantial Reading Deficiency. This could occur at Diagnostic 1 or 2.

Students who score at the lowest achievement level (at or below the 10th percentile) on ExactPath (9-12) will be identified as having a Substantial Reading Deficiency. This could occur at Diagnostic 1 or 2.

Students may also be identified through consecutive formative assessments or teacher observations that exhibit minimum skills in one or more of the following: phonological awareness, phonics, vocabulary, oral language skills, fluency, and comprehension. This will include ELA textbook assessments McGraw Hill Wonders, StudySync, and Savvas My Perspectives.

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.

Yes

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.

Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.

The additional hour of intensive reading instruction is provided daily (within the school day), bringing the total minutes of reading instruction up to 150 minutes.

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

Teachers, with assistance from lead team members, provide this reading instruction. The coach and curriculum resource teacher make sure that reading materials are appropriate, evidenced-based, and meet individual and group needs.

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:

- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;
- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and
- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

The school utilizes all the data sources available (screening, diagnostic, progress monitoring, formative assessment data, and FSA data) to make differentiated instructional plans for students.

The school utilizes the "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide" to incorporate phonemic awareness, phonics, fluency, vocabulary, and comprehension with more guided practice opportunities, error correction, and feedback from the teacher to students. As students grow and practice, they will have more opportunities to offer feedback to their peers with teacher support.

The school will utilize more content area texts based on our new ELA adoption. The adoption features content-specific reading, in science, social studies, social-emotional learning, math/economics. Additionally, the district has purchased books from the Civics Literacy Booklist for all grades. Writing will continue to be incorporated with all reading activities.