

District School Board of Madison County



2022-23 Reading Plan

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals	3
Budget	5
School Literacy Leadership Teams	7
Professional Development	8
Charter Schools	9
Literacy Coaches	10
District-Level Monitoring of Plan Implementation	13
School-Level Monitoring of Plan Implementation	16
Summer Reading Camp	18
Parent Support through a Read-At-Home Plan	20
Assessment, Curriculum, and Instruction	21
Identification of Students with a Substantial Reading Deficiency	36

Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

Identify the name, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Hill, Robin Curriculum Director robin.hill@mcsbfl.us 8509731552
Reading Curriculum	Washington, Kara District Reading Coach kara.washington@mcsbfl.us 850-973-5192
Summer Reading Camp	Kauffman, paula Elementary Administrator paula.kauffman@mcsbfl.us 850-973-5192
Elementary English Language Arts (ELA)	Gonzalez, Rebecca Elementary Curriculum rebecca.gonzalez@mcsbfl.us 850-973-5030
Multi-Tiered System of Supports (MTSS)	Richie, Melinda Student Services & ESE Coordinator melinda.richie@mcsbfl.us 8509731562
Secondary ELA	Fletcher, Leslie Secondary Reading Coach leslie.fletcher@mcsbfl.us 8509735061
Third Grade Promotion	Hill, Robin Curriculum Director robin.hill@mcsbfl.us 8509731552
Professional Development	Hill, Robin Curriculum Director robin.hill@mcsbfl.us 8509731552
Data Element	Hill, Robin Curriculum Director robin.hill@mcsbfl.us 8509731552
Reading Endorsement	Hill, Robin Curriculum Director robin.hill@mcsbfl.us 8509731552
Assessment	Thomas, Barbara Assessment Coordinator barbara.thomas@mcsbfl.us 8509731554

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.

During Pre-planning, each school principal will review the reading plan with his/her staff. School literacy teams will also share more in depth information with teams during PLC time.

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 38%

Previous School Year

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

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

The Madison County School District hired an Early Literacy Coach to begin bridging the gap between PreK and kindergarten. The early literacy coach visits each school's prek program monthly to conduct literacy walk throughs. She has begun and will continue to coordinate meetings with kindergarten prek teachers on early release days to strengthen the collaboration and communication between the two groups.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	24	37	25	12	2	20	35	29	12	4
4	39	20	20	14	8	30	18	28	14	10
5	32	28	21	13	6	28	25	25	14	8
6	43	22	16	15	4	35	20	23	15	7
7	39	27	21	10	3	35	25	23	10	7
8	40	24	21	13	2	35	22	26	13	4
9	33	20	22	19	6	30	18	24	20	8
10	26	30	19	21	3	25	25	20	22	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%).

The District's strategic plan goals include increasing the percentage of students scoring at or above grade level in reading by 5% in grades K-2. These goals are based on the FAST STAR results.

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter	\$0.00
2	Reading coaches assigned to elementary schools	\$0.00

3	Reading coaches assigned to secondary schools	\$0.00
4	Intervention teachers assigned to elementary schools	\$0.00
5	Intervention teachers assigned to secondary schools	\$0.00
6	Supplemental materials or interventions for elementary schools	\$0.00
7	Supplemental materials or interventions for secondary schools	\$0.00
8	Intensive interventions for elementary students reading below grade level	\$0.00
9	Intensive interventions for secondary students reading below grade level	\$0.00
10	Professional development	\$0.00
11	Helping teachers earn the reading endorsement	\$0.00
12	Summer reading camps	\$0.00
13	Additional hour for 300 lowest-performing elementary schools	\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	\$0.00
Total:		\$0.00

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

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

The first priority for reading funds is to provide reading coaches at all elementary schools. One full-time reading coach will serve Madison County Central School and Greenville Elementary School. Lee Elementary and Pinetta Elementary will each have a part-time reading coach.

Funds will also be allocated for Third Grade Summer Reading Camp.

School Literacy Leadership Teams

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

The superintendent will meet with all district principals during the summer. At that time, she will review each school's ELA data and together they will develop a plan that includes using the school literacy leadership team to improve student performance in ELA.

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

Robin Hill, Director of Curriculum, maintains the rosters for each school's literacy leadership team.

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

Robin Hill, Director of Curriculum, meets with members of each school's LLT monthly to provide support and to monitor activities.

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

Professional development is offered through district lead activities as well as school-based activities. Each school has specified times for professional learning communities. During that time, reading coaches and other instructional coaches provide small group PD activities.

During 2022-23, the District has committed to providing monthly early release days for PLCs for cross-district grade level teams to address inconsistencies in the way reading interventions are provided.

The District has also planned several trainings for the summer of 2022 to provide training on implementation of the B.E.S.T. ELA standards and using progress monitoring data as teachers plan for instruction.

Finally, the District has partnered with the UofF Lastinger Center to offer teachers reading endorsement classes for free.

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.

The District has already begun advertising the summer trainings and allowing teachers opportunities to sign up. The District has also changes the timelines for teachers to complete their Deliberate Practice Plans for 2022-23. Instead of waiting until the fall to complete the DPPs, teachers will complete them upon receiving their summative evaluations for the 2021-22 school year. Teachers will be able to sign up for summer training to address their deficiencies.

The District also distributes a Professional Development Calendar of Opporuinties to all staff before the summer begins. It is then updated and disseminated during pre-planning with activities available during the school year.

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

Robin Hill, Curriculum Director

Charter Schools

Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2. a. and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Does the district ensure charter schools will utilize their proportionate share of the evidence-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! literacy coach 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.

Madison County Central School, Greenville Elementary School, and Pinetta Elementary School are the two schools with the highest need. They were identified as RAISE schools by FLDOE. Therefore, the District's most experienced and well trained coaches support those two schools. The coaches spend 4 days per week at their largest schools (MCCS - approx. 900 students and MCHS approx 450 students) and 1 day per week at GES (approx. 90 students).

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?

Principals in Madison County have been explicitly trained on the Just Read, Florida! coaching model. That training is reviewed annually at the Superintendent's Summer Admin Retreat.

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?

Coaches have specifically allotted time for data analysis, coaching teachers and providing PD. For example, reading coaches are responsible for conducting reading PLCs with each grade level at least one time each month. Plus they meet with teachers monthly, in conjunction with an administrator, to review data and discuss the impact of that data on classroom instructional planning. Reading coaches conduct weekly walk throughs where they gather valuable data that points to areas in need of improvement in instructional strategies. The District does not allow schools to assign additional duties to reading coaches. Their time is focused strictly on working with teachers and improving our instruction in ELA classrooms.

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

Robin Hill, Curriculum Director, keeps track of coaching logs and monitors the professional development being provided by coaches. As director over curriculum and professional development, Robi Hill approves and reviews all professional development activities/points awarded.

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?

Coaches meet monthly in a coaching cadre. The leader of the cadre (Director of Curriculum) reviews issues with coaching logs and provides assistance. Each coach is required to bring their school's most recent student performance data to meetings. Some months the data could be district wide progress monitoring data. At other meetings it could be grade level assessment data. Coaches share the data and the strategies they are using to affect change in classroom instruction in their schools. Coaches share with each other ideas for strategies that might work at other schools.

The coaching cadre also reviews classroom walk through data to identify trends they are seeing in classrooms. These trends, along with student performance data, help coaches identify PLC topics and recommendations to the district professional development team for upcoming trainings.

Madison County reading coaches also participate in trainings provided by Just Read, PAEC, and NEFEC. There is an emphasis on having the most trained reading coaches possible.

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. 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?
FAST - STAR	Grade K-10	Screener, Progress Monitoring, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
Oral Reading Fluency (ORF)		Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency	3 x A Year
Running Records		Formative Assessment	Phonics, Fluency, Vocabulary, Comprehension	Weekly

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?

Barbara Thomas, Assessment 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?

The District's core curriculum provides the road map for systematic and explicit reading instruction. Lesson plans are monitored and classroom walk-throughs are conducted to make sure all students are provided with quality instruction based on high yield strategies. Administrators conduct monthly "data chats" with teachers to monitor their use of data to plan for instruction.

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

Teachers are required to conduct formative assessments throughout each week. Some of those formative assessments are used for classroom grading, and others are used solely to determine if students are mastering the skills and concepts. School administrators monitor formative assessment through classroom walk-throughs and discussions with teachers during data chats.

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 has provided training on the ELA Expectations to teachers across all grade levels and content areas. Administrator walk-throughs include ELA Expectation Look Fors. Additionally, the District provides financial bonuses to all teachers who obtain the reading endorsement.

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

The District has a literacy leadership team made up of reading coaches from each school site. They meet monthly and conduct walk-throughs at different schools. Any concerns are noted and communicated with the principal of that school site. Recommendations are also made to the school principal regarding training and support the district LLT could provide.

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level;
- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

The District's literacy leadership team meets monthly. The Reading Plan is constantly discussed. Therefore, by the end of the school year when it's time to complete the reflection tool, many of the deficiencies and needs are very evident. The team completes the self-assessment, and is ready to start on the new year's reading plan.

As the team met and conducted literacy walk throughs throughout 2021-22, we could see a definite need to enhance tier one instruction. The district began to address this by offering B.E.S.T. standards PLCs across the district at every grade level. We continued to monitor instruction through out the year. While we saw slight improvement in how teachers were implementing tier 1 instruction using the B.E.S.T. standards, we could still see the need for more training. Over the summer of 2022, teachers were brought in to participate in B.E.S.T. standards training along with an indepth look at unit design and task analysis.

For the 2022-23 school year, Madison County has requested support from our SRLD to continue to provide support to make sure ELA teachers are truly providing tier one instruction in addition to tier two and three interventions to students who need them.

School-Level Monitoring of Plan Implementation

School-level Reading Plan 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 based administrators conduct regular walk-throughs. These walk-throughs are documented in Observe4success. Along with walk-throughs, principals and APs hold monthly data chats with teachers to review formative assessment data in addition to iReady/Star data each time they are given. Discussions during data chats focus on how interventions are decided and the results of interventions.

Each school has also been staffed with at least one MTSS specialist. The MTSS specialist meets with teachers whose students are not making progress and they work through the problem solving process with the classroom teachers, parents, and depending on the grade level, the students themselves.

Who at the district level supports effective implementation?

Robin Hill, Curriculum Director, and Melinda Richie, Coordinator of Student Services and ESE. Mrs. Richie works with all of the district schools to ensure that the MTSS process is being followed and students needs are being met. MTSS specialists turn in logs to Mrs. Richie and meet with her monthly to discuss problems and brainstorm solutions.

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

Mrs. Richie conducts classroom walk-throughs quarterly during schools' specified intervention time. Her team observes small groups, analyzes interventions being used, and collects data for their next monthly discussion. The data that is collected is shared with school administrators after each walk-through.

From the observations and analysis, Mrs. Richie determines what trainings are needed in the future.

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

Weekly reading walk-throughs will be conducted and documented in Observe4success, an online tool for data collection.

Who at the district level supports effective implementation?

Robin Hill, Curriculum Director, will provide school administrators with an electronic data recording system so that they can record their walk-through observations. Mrs. Hill will monitor Observe4success to ensure walk-throughs are occurring.

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

School wide data from the walk-throughs will be discussed at district principals meetings as part of ongoing reading training for administrators. However, the data will mainly be used by school literacy leadership teams as they meet to determine areas of need in improvement.

Use of data to determine interventions and support needs of students - Part C

What process is in place to ensure effective implementation?

The first step in using data to support students and provide the interventions they need, is making sure teachers have access to actionable data through a valid and reliable progress monitoring system. The state provides each school with FAST STAR K-2 and FAST Cambium (3-10) three times each year. Teachers rely on the data collected from those diagnostics to make instructional decisions. While the progress monitoring data provides teachers with a standardized tool for assessment, teachers also use classroom formative assessments to make sure they have a complete understanding of each student's level of skill mastery. Additionally, the Madison County School District also contracts with K12 Lift to provide data reports that are easy for teachers, students and parents to understand.

After each assessment (baseline, midyear, and end of year), teachers meet with admin staff to review the results. They group their students based on areas of deficiencies. Teachers also plan individual conference times with every student to review their performance, and meetings are set up with parents of students who have scored below grade level proficiency. Individual student intervention plans are put into place at those meetings.

Administrators are responsible for monitoring their schools' intervention times and teachers' intervention lesson plans. One method for ensuring students are receiving their needed interventions has been to schedule intervention into the schools' master schedules. That helps administrators know exactly what should be happening during weekly classroom walk throughs.

Who at the district level supports effective implementation?

Barbara Thomas, Assessment Coordinator, is responsible for supporting the teachers' use of STAR. However, Melinda Richie, Student Services Coordinator, makes sure schools are trained on how to provide the interventions students need based on their performance data.

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

We will follow the decision trees for determining intervention schedules. Decision trees are based on researched based leveling of students, high impact practices for improving reading deficiencies.

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.

Summer reading camp is provided for all 3rd grade students who score a Level 1 on the end of year statewide reading assessment. During summer reading camp, the district uses Leveled Literacy Interventions which targets the areas of weakness for each student. Students spend 3 hours of each day using LLI and the other half of the day receiving direct instruction. We use Ready print materials for our direct instruction.

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.

Just like 3rd grade summer reading camp, all students participate in LLI for targeted interventions and Ready print materials for grade level standards instruction.

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.)

40

Students who demonstrate a reading deficiency in grades K-2

40

Students who score Level 1 in grades 4-5

32

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.)
24%

Students who demonstrate a reading deficiency in grades K-2
33%

Students who score Level 1 in grades 4-5
35%

Family Engagement through a Read-At-Home Plan

In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan that the parent can use to help with reading at home.

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.

Read-at-home plans are given to all parents who attend MTSS parent meetings. These meetings are held for every student who has a substantial reading deficiency. Along with providing the read-at-home plan, each school hosts quarterly parent nights where school staff provides training and take home activities that parents can do with their children to improve their foundational reading skills.

Who at the district is responsible for monitoring this requirement?

The Director of Curriculum and the Coordinator of Federal Programs monitor these activities.

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?

District staff are involved in the development of each school's master school. This ensures all schools have an uninterrupted 90 minute (or longer) reading block. The District has provided a state adopted reading curriculum which provides a sequence of reading instruction appropriate for Florida students. The district has also invested in Leveled Literacy Interventions, an evidence based intervention program, for grades K-5. LLI is used in small groups and students are placed based on their individual needs.

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

The Director of Curriculum

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?

In 2021 the district purchased a K-5 reading curriculum that incorporates academic subjects like science and social studies into each unit. The district has also provided training to teachers at all grade levels on how to use texts sets to increase students' literacy skills in various subject areas.

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

The Director of Curriculum

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

How does the district support and monitor implementation?

Each school has a scheduled intervention time for all students who need tier 2 and 3 interventions. Those scheduled times are documented on the schools' master schedules. The District supports this schedule by providing paraprofessionals who can assist with small groups along with evidence based intervention materials for school personnel to use for small group differentiated instruction.

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

The Director of Curriculum

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, diagnostic, 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, differentiated instruction, and corrective feedback; 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);
- **Supplemental Instruction/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 corrective feedback; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** 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 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

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

Madison County School District's goal is to provide all students with quality Tier 1 ELA instruction that is completely aligned to Florida's B.E.S.T. standards. In addition to Tier 1 instruction, teachers provide support to students with reading deficiencies through small group (Tier 2) and individual (Tier 3) interventions. Reading deficiencies are determined by analyzing student performance on screening assessments. Progress is monitored through classroom assessments along with the state progress monitoring tool.

How does the district support and monitor implementation?

The District Leadership Team meets with school leadership teams regularly to review student performance data and conduct walk throughs.

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

Tier 1 Instruction - Curriculum Director
 Tier 2 & 3 Interventions - ESE/Student Services Coordinator
 Reading Endorsement Requirement - Human Resources Director
 Progress Monitoring - Assessment Coordinator

Assessment/Curriculum Decision Trees - Part C

Requirements

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-12. 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, progress monitoring, diagnostic, 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, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1

Core Instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

Grade Levels: K-2

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

40th Percentile or Above

THEN TIER 1 Only

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

McGraw Hill Florida Wonders and UFLI for phonics

Progress Monitoring

Assessment & Frequency

FAST K-2

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

40th Percentile or above

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Between the 9th and 39th percentile

How is the effectiveness of Tier 1 instruction being monitored?

Classroom Walk throughs by instructional coaches and administrators, teacher/adm data chats, Literacy team walk throughs

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Administrators meet monthly with grade level teams to review student performance at all 3 tiered levels. Each grade level team/subject area team also meets monthly in PLCs to compare assignments make sure standards are taught and assessed at the appropriate levels.

How is the effectiveness of Tier 1 curriculum being monitored?

Student data is collected and reviewed as part of short term and long term evaluation the curriculum. The District reviews curriculum as part of the Comprehensive Needs Assessment annually.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

District staff meet with each school monthly. One of the topics each month is curriculum. When schools identify weaknesses or gaps in the curriculum, the District immediately works with the schools to find supplemental instructional materials to bridge the gaps.

How is instruction provided to students who receive instruction through distance learning?

Madison County contracts with FLVS to provide instruction to our distance learning students.

Grade Levels: Grades 3-5

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

40th Percentile or Above

THEN TIER 1 Only

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Grades 3-5 - Florida Wonders (Mcgraw Hill) is the core curriculum. This curriculum is standards aligned. Texts are provided to build background and content knowledge. Content is provided online and in print to ensure students have a print-rich, scaffolded curriculum that included differentiated instruction resources and corrective feedback. Wonders incorporates writing activities that require students to process information from the text and respond to given prompts. One of the strengths of Wonders is it includes resource materials to help teachers make accommodations for ESE, 504, and ESOL students.

Progress Monitoring

Assessment & Frequency

STAR Reading Assessment / 3 Times

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Students who score at or above the 40th percentile

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Students who score between the 10th and 39th percentile receive Tier 2 interventions in addition to Tier 1 instruction.

How is the effectiveness of Tier 1 instruction being monitored?

Classroom Walk throughs by instructional coaches and administrators, teacher/adm data chats, Literacy team walk throughs

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Administrators meet monthly with grade level teams to review student performance at all 3 tiered levels. Each grade level team/subject area team also meets monthly in PLCs to compare assignments make sure standards are taught and assessed at the appropriate levels.

How is the effectiveness of Tier 1 curriculum being monitored?

Student data is collected and reviewed as part of short term and long term evaluation the curriculum. The District reviews curriculum as part of the Comprehensive Needs Assessment annually.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

Grade Levels: Grades 3-5

District staff meet with each school monthly. One of the topics each month is curriculum. When schools identify weaknesses or gaps in the curriculum, the District immediately works with the schools to find supplemental instructional materials to bridge the gaps.

How is instruction provided to students who receive instruction through distance learning?

Madison County contracts with FLVS to provide instruction to our distance learning students.

Grade Levels: 6-8

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Grade Levels 6-8

THEN TIER 1 Only

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

Grades 6-8 - StudySync (Mcgraw Hill) is the core curriculum. This curriculum is standards aligned. Texts are provided to build background and content knowledge. Content is provided online and in print to ensure students have a print-rich, scaffolded curriculum that included differentiated instruction resources and corrective feedback. Wonders incorporates writing activities that require students to process information from the text and respond to given prompts. One of the strengths of Wonders is it includes resource materials to help teachers make accomodations for ESE, 504, and ESOL students.

Progress Monitoring

Assessment & Frequency

STAR Reading / 3 Times

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
 Students who score at or above the 40th percentile are classified at Tier 1.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Students who score between the 10th and 39th percentiles are classified at Tier 2.

How is the effectiveness of Tier 1 instruction being monitored?

Classroom walk-throughs by instructional coaches and administrators, along with teacher /administrator data chats and Literacy Team walk-throughs.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Adminsitrators meet monthly with grade level teams to review student performance at all 3 tiered levels. Each grade level team/subject area team also meets monthly in PLCs to compare assignments make sure standards are taught and assessed at the appropriate levels.

How is the effectiveness of Tier 1 curriculum being monitored?

Student data is collected and reviewed as part of short term and long term evaluation of the curriculum. The District reviews curriculum as part of the Comprehensive Needs Assessment annually.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

Grade Levels: 6-8

District staff meet with each school monthly. One of topics each month is curriculum. When schools identify weaknesses or gaps in the curriculum, the District immediately works with the schools to find supplemental instructional materials to bridge the gaps.

How is instruction provided to students who receive instruction through distance learning?

Madison County contracts with Florida Virtual School to provide instruction to our distance learning students.

Grade Levels: 9-12

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

40th percentile on STAR Reading or passes the FSA Reading Assessment

THEN TIER 1 Only

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

MyPerspectives (Savvas) This curriculum is standards aligned. Texts are provided to build background and content knowledge. Content is provided online and in print to ensure students have a print-rich, scaffolded curriculum that included differentiated instruction resources and corrective feedback. Wonders incorporates writing activities that require students to process information from the text and respond to given prompts. One of the strengths of Wonders is it includes resource materials to help teachers make accomodations for ESE, 504, and ESOL students.

Progress Monitoring

Assessment & Frequency

STAR Reading Assessment / 3 Times

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students
 Students who score at or above the 40th percentile are considered Tier 1.

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Students who scores between the 10th and 39th percentile will be classified as Tier 2.

How is the effectiveness of Tier 1 instruction being monitored?

Classroom Walk throughs by instructional coaches and administrators, teacher/adm data chats, Literacy team walk throughs

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

Adminsitrators meet monthly with grade level teams to review student performance at all 3 tiered levels. Each grade level team/subject area team also meets monthly in PLCs to compare assignments make sure standards are taught and assessed at the appropriate levels.

How is the effectiveness of Tier 1 curriculum being monitored?

Student data is collected and reviewed as part of short term and long term evaluation of the curriculum. The District reviews curriculum as part of the Comprehensive Needs Assessment annually.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

Grade Levels: 9-12

District staff meet with each school monthly. One of topics each month is curriculum. When schools identify weaknesses or gaps in the curriculum, the District immediately works with the schools to find supplemental instructional materials to bridge the gaps.

How is instruction provided to students who receive instruction through distance learning?

Madison County contracts with Florida Virtual School to provide instruction to our distance learning students.

Tier 2

Supplemental Instruction/Intervention:

- *is standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: K-12

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

K-2 Students who score between the 9th and 39th percentile on the STAR Early Literacy Progress Monitoring Assessment receive Tier 2 interventions in addition to Tier 1 instruction.

Grades 3-12 Students who score between the 9th and 39th percentile on STAR Reading will receive tier 2 instruction.

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

Tier 2 Possible Intervention programs/materials - based on individual students' needs:

1. Read Naturally (considered Promising) - 3 days per week for 15 minutes per day
2. Wonders Intervention System (2020-21 State Adopted Instructional Materials)
3. FCRR intervention activities will supplement our evidenced based reading programs.

Assessment & Frequency

FAST STAR and Cambium Assessments 3 times per year

Performance Criteria to discontinue Tier 2 interventions

K-2 Students who score between the 9th and 39th percentile on the FAST STAR Assessment

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Students who score below the 39th percentile will continue receiving Tier 2 interventions.

Performance Criteria that prompts the addition of Tier 3 interventions

Students who score below the 9th percentile will begin receiving Tier 3 interventions.

Grades 3-5 Students who scores an achievement level of 1 will receive tier 3 instruction.

Number of times per week intervention provided

Madison County Tier 2 students receive Tier 2 interventions daily. In grades K-5, those interventions are provided through a Fundamentals of Reading class while in grades 6-8 the interventions are provided through a critical thinking skills class.

Number of minutes per intervention session

Intervention periods are a minimum of 45 minutes per day.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

Teachers complete weekly intervention logs where they record the daily interventions. Each week students are assessed to determine the effectiveness of the intervention. At monthly data meetings with administrators, teachers discuss the success of the interventions and troubleshoot when interventions are not working.

Grade Levels: K-12

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Teachers use interventions strategies pulled from FCRR. These strategies are evidence based and have been proven to be very effective.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

Virtual students participate in interventions when they are tier 2. Those interventions are provided by the virtual teacher in small breakout groups.

Tier 3

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Grade Levels: Grades K-12

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Students who score below the 10th percentile on the STAR Early Literacy Assessment or the STAR Reading Assessment will receive Tier 3 interventions.

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Grades K-8 - Leveled Literacy Interventions (Strong evidence) will be supplemented by FCRR intervention activities.

Grades 9-10 - ILit by Savvas (2020-21 Stated Adopted Instructional Materials) will be supplemented by FCRR intervention activities.

Assessment & Frequency

Running records are kept with LLI. Teachers constantly monitor student growth through benchmark assessments.

Performance Criteria to discontinue Tier 3 interventions

For students to move to Tier 2 from Tier 3, the students must perform at or above the 10th percentile on STAR.

Performance Criteria indicating continuation of Tier 3 interventions

Students will continue to receive tier 3 interventions as long as they score below the 10th percentile.

Performance Criteria that prompts intensified Tier 3 interventions

LLI's system is designed to adjust students who are not progressing to lower levels. Running records and benchmark assessments help the teacher to determine if students need to be adjusted.

Number of times per week intervention provided

5 days per week

Number of minutes per intervention session

45 minutes each day

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

All teachers participate in monthly data meetings with administrators to discuss interventions and progress students are making. Additionally all intervention teachers participate in weekly PLCs. Instructional coaches meet with the intervention teacher teams to plan out interventions to ensure that interventions are implemented with fidelity.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

The What Works Clearinghouse has designated LLI as an evidence based literacy intervention program with proven success.

Grade Levels: Grades K-12

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Virtual teachers provide tier 3 interventions through breakout sessions online. Students receive interventions through individual or small groups depending on the need.

Identification of Students with a Substantial Reading Deficiency

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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

The District identifies students with substantial deficiencies using the state provided progress monitoring assessments. Once those students have been identified, parents are notified as school personnel meet with the parents to develop intervention plans as well as a home reading plan.