

Leon County Schools



## 2022-23 Reading Plan

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## Contact Information, Communication Plan, and Student Achievement Goals

### Contact Information - Part A

#### District Contact Information

##### Reading Contacts

Identify the name, 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	Pepe, Jean Coordinator pepej@leonschools.net 850-414-5199
Elementary English Language Arts (ELA)	Mixon, Kaitlyn Developer mixonk@leonschools.net 850-414-5199
Secondary ELA	Brown, Sheree Developer browns5@leonschools.net 850-414-5999
Reading Endorsement	Brown, Sheree Developer browns5@leonschools.net 850-414-5999
Reading Curriculum	Mitchell, Amber Developer, Reading Intervention mitchella5@leonschools.net 850-414-5999
Professional Development	Syfrett, Shane Director syfretts@leonschools.net 850-414-5999
Assessment	Solz, David Director solzd@leonschools.net 850-414-5199
Data Element	Pepe, Jean Coordinator pepej@leonschools.net 850-414-5999
Summer Reading Camp	Pepe, Jean Coordinator pepej@leonschools.net 850-414-5999
Third Grade Promotion	Robinson, Anicia Executive Director, Elementary robinsona2@leonschools.net 850-487-7100
Multi-Tiered System of Supports (MTSS)	Prescott, Michele Director prescottm@leonschools.net 850-414-5999

**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.**

Leon County Schools communicates the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders at administrator meetings, reading coach meetings, and faculty meetings at

school sites. The plan is also posted on Leon County Schools' website for parents and community members to access.

## 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 50%***

***Previous School Year***

***Kindergarten - % of Students "Ready" on FLKRS 60%***

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

Goal Clarification:

2021-2022: 50% of 2318 test takers "Ready" on FLKRS

LCS is aligned with the state average of 50%, 7 percentage point drop in state average from 2020.

\*This data represents the impact the pandemic created in early learning as many students did not attend pre-kindergarten programs in 2020. LCS is striving to reach and then exceed pre-pandemic readiness rates.

Students will receive instruction on the Florida Early Learning Standards using a state adopted curriculum

(Creative Curriculum). The Creative Curriculum addresses all Florida Learning Standards including all sub categories of the Star Early Literacy assessment.

Students will be screened using the Battelle Developmental Inventory Screener (BDI).

Students that fail the BDI screener will be referred for further evaluation.

Qualifying students will receive specially designed instruction through IDEA in an effort to provide early

intervention. All private pre-k providers have the opportunity to make referrals for students to be evaluated at the Leon County School Early Childhood Office.

Students will be progress monitored through the use of Teaching Strategies Gold. Data collection is on-going throughout the school year. Weekly reports provide information that will guide instructional planning. Check points occur three times throughout the school year.

Hatch provides individual, leveled instruction through a digital platform. Reports from Hatch provide suggested follow up activities in an effort to close any existing learning gaps.

Areas of instructional focus based on FLKRS scores include:

- Phonemic Awareness
- Phonics
- Vocabulary

Students not progressing in their age appropriate color band as it relates to the developmental standards in Teaching Strategies Gold will receive small group instruction to provide early intervention in each skills set. Instructional intervention will be provided with one (or more) of the following interventions:

- Heggerty
- Lindamood-Bell Talkies
- Specialized Designed Instruction

Students receiving supplemental and intensive instruction are progress monitored using Teaching Strategies Gold to ensure the intervention is effective.

**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	23	22	27	21	6	20	20	30	22	8
4	24	21	23	21	11	20	20	26	22	12
5	22	23	24	22	10	20	20	26	23	11
6	25	22	21	22	9	20	20	27	23	10
7	30	22	19	18	11	20	20	29	20	11
8	30	19	22	17	12	20	20	28	20	12
9	26	20	20	24	11	20	20	23	25	12
10	24	24	19	21	12	20	20	26	22	12

**Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.**

*Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).*

For each grade, K-2, we will increase the percentage of students scoring at end of year grade level benchmarks as measured by FAST Star Early Literacy and FAST Star Reading in order to reach our district goal of 75%.

- Kindergarten Star Early Literacy: 70% to 75%
- First Grade Star Early Literacy: 68% to 75%
- Second Grade Star Reading: 65% to 75%

**DRAFT District Budget for Evidence-Based Reading Instruction Allocation**

**DRAFT Budget**

1	Estimated proportional share distributed to district charter		<b>\$131,010.25</b>
		FTE	2022-23
			\$131,010.25
2	Reading coaches assigned to elementary schools		<b>\$850,000.00</b>
		FTE	2022-23
		12.0	\$850,000.00
3	Reading coaches assigned to secondary schools		<b>\$100,000.00</b>
		FTE	2022-23

		2.5	\$100,000.00
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		\$65,000.00
		FTE	2022-23
			\$65,000.00
7	Supplemental materials or interventions for secondary schools		\$35,000.00
		FTE	2022-23
			\$35,000.00
8	Intensive interventions for elementary students reading below grade level		\$400,000.00
		FTE	2022-23
			\$400,000.00
9	Intensive interventions for secondary students reading below grade level		\$100,000.00
		FTE	2022-23
			\$100,000.00
10	Professional development		\$145,564.75
		FTE	2022-23
			\$145,564.75
11	Helping teachers earn the reading endorsement		\$10,000.00
		FTE	2022-23
			\$10,000.00
12	Summer reading camps		\$25,000.00
		FTE	2022-23
			\$25,000.00
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.		\$10,000.00
		FTE	2022-23
			\$10,000.00
<b>Total:</b>			<b>\$1,871,575.00</b>

**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 district prioritizes K-3 students identified with a substantial reading deficiency in its CERP allocation by ensuring that all elementary schools have at least a half time literacy coach. The CERP allocation also helps the district support the consistent and coordinated use of high-quality evidence-based supplemental materials. Additional budget items focused on K-3 students with substantial reading deficiencies include the 3rd grade summer reading camp and professional development on multi-sensory, explicit, systematic reading instruction.

## **School Literacy Leadership Teams**

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

District Leadership communicates the requirement of the School Literacy Leadership Team to principals through administrator meetings, site visits, information dissemination via email, and through the office of professional learning.

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

Schools must include their School Literacy Leadership Team roster on their school based comprehensive reading plan. These plans are submitted to District Leadership, including the Director of the Office of Professional Learning, and the Coordinator of K-12 Reading.

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

District Leadership, the Office of Professional Learning, and the Coordinator of K-12 Reading are responsible for supporting and monitoring School Literacy Leadership Teams and ensuring compliance.



## 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.

LCS has developed extensive professional development opportunities focused on the science of reading and transitioning to the B.E.S.T. standards. These trainings incorporate:

- All foundational components of reading
- Explicit, systematic, and sequential instruction
- Multisensory intervention strategies

These professional development opportunities include collaborating with FCRR and JRF! to provide professional development reading courses, self-paced Canvas courses, instructional models, and on-site training for teachers.

LCS is providing mini-conferences entitled Simply the B.E.S.T. that will be offered two times during the summer. The focus of professional learning sessions will be on evidence-based reading instruction in alignment with B.E.S.T. and our newly adopted core materials. Monthly K-12 reading coach meetings will be held during the school year, and administrators will receive professional learning on Literacy Leadership Teams in order to continue our focus on upskilling our leaders on evidence-based literacy practices. A secondary literacy instructional toolkit aligned to 6-12 B.E.S.T. Foundational Standards will be developed and professional learning will be provided on using the toolkit to support Tier 3 instruction at the secondary level. Elementary teachers will participate in professional development focus groups as we implement new instructional materials in alignment with B.E.S.T. and practice profiles.

The Office of Professional Development and the Office of School Improvement regularly review progress-monitoring data from all our schools and respond with support and trainings based on the individual needs of schools and teachers. Principals identify teachers whose progress monitoring data is not showing adequate growth through faculty meetings and data chats, and provide intensified, differentiated professional development as needed.

The district provides guidance on identifying mentor teachers and model classrooms through face-to-face meetings, email, and each site's professional learning advocate. Mentor teachers and model classrooms are identified through weekly walkthroughs, faculty meetings, and data chats. Administrators work with their Literacy Leadership Teams to identify the key instructional characteristics required for each grade level and utilize data to select teachers routinely displaying these instructional characteristics within their classrooms. Administrators are encouraged to incorporate these model classrooms within the school's collaborative professional learning plan. This is a continued area of focus for our district as we work to build strong Literacy Leadership Teams at each site.

District Leadership communicates the requirements to identify professional development needs and set aside time for teachers to meet weekly through administrator and professional learning advocate meetings,

site visits, information dissemination via email, and through the Office of Professional Learning. This support is monitored through sign-in sheets, participation by administrators, and professional development agendas.

**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.**

District Leadership communicates professional development requirements through administrator meetings, site visits, information dissemination via email, and through the Office of Professional Learning. The district supports principals through a PLC model using monthly meetings in support of professional development requirements. District personnel also make school visit to work collaboratively with school based literacy teams.

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

The Director of Professional Learning and the K-12 Reading Coordinator are responsible for supporting and monitoring the professional development requirements and ensuring compliance.

**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.

To determine which schools have the greatest need based on student performance data in reading, Leon County Schools considers district-wide FSA data, school grades/priority status as determined by FLDOE including R.A.I.S.E. student progress monitoring data, and the school's Title I status. All literacy coaches funded through the reading allocation are reading endorsed or reading 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?**

Leon County Schools communicates the performance expectations of reading coaches to principals through administrator meetings, in writing via email, and through the review of the K-12 Reading Plan.

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

The district supports coaches in prioritizing high impact activities through monthly reading coach meetings, periodic trainings, and on-site collaboration visits. In addition to monitoring student data, coaches submit monthly surveys to help determine needs and create action plans.

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

The K-12 Reading Coordinator and the ELA Instructional Developers support and monitor coach time and tasks.

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

Coaches report time on task and impact data through monthly surveys.

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

The monthly survey data is reviewed and questions, concerns, and discrepancies, are addressed on an individual basis with school administrators and reading coaches.

## 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?
Battelle Developmental Inventory	Pre-K	Screener, Progress Monitoring	Oral Language	Quarterly
Preschool Language Scales - Fifth Edition	Pre-K and identified K students	Diagnostic	Oral Language, Phonological Awareness	Annually
CBM/Aims	Identified students in grades K-5	Progress Monitoring	Phonics, Fluency	2 x A Month
Language Live Benchmark Assessments	identified students in grades 6-8	Screener, Progress Monitoring	Phonics, Fluency, Comprehension	3 x A Year
TOWRE-2	Identified students in grades 6-12	Progress Monitoring, Diagnostic	Phonics, Fluency	3 x A Year
Woodcock Johnson	Identified students through MTSS as needed	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
Kaufman Test of Educational Achievement	Identified students through MTSS as needed	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
FAST - STAR	K-2	Screener, Progress Monitoring, 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
Star Early Literacy/Star Reading	select 3-5 students	Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year

**District-Level Monitoring - Part B**

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

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

The Office of Professional Learning and the K12 Reading Coordinator will work with administrators, Literacy Leadership Teams, and Reading Coaches to provide plan implementation oversight, support and follow-up. The Office of Testing and Accountability will monitor the completion of the new coordinated screening and progress monitoring system and will provide support and training as needed for implementation.

**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 ELA Instructional Developers have developed a foundational reading instructional model to be distributed district wide. Ongoing training, site visits, and surveys are in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidenced-based.

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

The Office of Professional Learning will provide training to administrators and teachers in analyzing formative assessment data in order to differentiate reading instruction. This will be followed-up with site visits, walkthroughs, and planning sessions with the schools.

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

Professional development opportunities specific to incorporating literacy instruction into content areas to build discussions of texts in order to deepen understanding have been presented to teachers through a partnership with FCRR and REL. This PD will be expanded and incorporated in all trainings related to implementing the B.E.S.T. standards. The district distributed multiple book titles from the B.E.S.T. Civics book list, and provided guidance for incorporating texts into ELA instruction at all levels.

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

If the reading plan is not being implemented to meet the needs of students, District leadership will communicate with the school leadership to determine what deficits need to be addressed and the Office of Professional Development and the K- 12 Reading Staff will support meeting those needs.



**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 K-12 CERP has been revised to include language on the following strategies based upon our analysis of the LCS reflection tool:

Clearly define roles and responsibilities of the LCS Literacy Coach positions, and communicate this with all stakeholders.

Continue partnership with FCRR, REL, SRLD to upskill literacy coaches, including within the literacy coach endorsement program.

Develop model Literacy Leadership Teams with clearly defined roles utilizing guidance and support from Just Read, Florida! and the SRLD support structure with priority focus on R.A.I.S.E. schools.

Continue the LCS B.E.S.T. implementation plan including but not limited to: Simply the B.E.S.T. conference, establishing model classrooms, Practice Profiles, walkthrough tool, model videos, literacy toolkits.

Develop and implement a plan for professional development on the new state coordinated screening and progress monitoring system once information and training is provided from the state.

## 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?

The K-12 Reading Staff will review the plan in depth with various stakeholders (principals, APCs, literacy coaches and reading intervention teachers) during scheduled meetings throughout the school year. Schools will submit school-based reading plans in alignment with the district's comprehensive plan and school improvement plans.

#### Who at the district level supports effective implementation?

The K-12 Reading Staff and the Department of Academic Services, including the Office of School Improvement and Accountability, are responsible for supporting effective implementation.

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

The Office of School Improvement and Accountability monitors the completion of progress monitoring windows and shares data with district level support personnel. District level support personnel routinely visit schools to observe and discuss the implementation of the reading plan. Support is provided as needed based on data collection and review.

### Weekly reading walkthroughs by administrators - Part B

#### What process is in place to ensure effective implementation?

The requirement, importance, and best practices of weekly walkthroughs by administrators is communicated through administrator meetings, in writing via email, and through the K-12 Reading Plan. Administrators utilize checklists developed by FCRR/REL and JRF! as well as elements from our teacher evaluation system which correspond to Marzano's effective instructional practices. On-site visits and feedback ensure effective implementation.

#### Who at the district level supports effective implementation?

The K-12 Reading Staff and the Department of Academic Services are responsible for supporting effective implementation.

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

District level support personnel routinely visit schools to observe and discuss the implementation of the weekly walkthroughs by administrators. District personnel join site administrators and/or coaches on literacy walks and review observation data. Support is provided as needed based on data review.

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

#### What process is in place to ensure effective implementation?

Data for determining interventions and supporting the needs of students is being collected through benchmark measures, progress monitoring measures, classroom assessment data, and teacher

observations. Professional development on using this data to determine interventions and support students is ongoing for all administrators, reading coaches and classroom teachers in alignment with the district's decision trees.

**Who at the district level supports effective implementation?**

The K-12 Reading Staff and the Department of Academic Services are responsible for supporting effective implementation.

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

The Office of School Improvement and Accountability monitors the completion of progress monitoring windows and shares data with district level support personnel. District level support personnel routinely visit schools to observe and discuss the implementation of the reading plan. District personnel join site administrators and/or coaches on literacy walks and review observation data. District staff also routinely review the school level data and compare it to students coded to be receiving intervention to ensure the two areas are in alignment. Support is provided as needed based on data collection and review.

## 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.**

The K-12 Reading Staff and the Department of Academic Services provide a Summer Reading Camp for grade 3 students who score Level 1 on the statewide standardized assessment for ELA. The evidence-based instructional materials used for Summer Reading Camp are Lexia Core5 teacher led offline instructional materials, FCRR Student Centered Activities aligned to instructional need, SRA McGraw-Hill Corrective Reading supplemented by School Specialty Florida Support Coach for Reading Comprehension. Lexia Core5 and Corrective Reading are supported by strong ESSA evidence. The instructional strategies and routines in FCRR Student Centered Activities and Support Coach are supported by recommendations included in IES Practice Guides, "Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade" and "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades", Please see 11C for further descriptions. These instructional materials include an explicit, systematic, and multi-sensory approach to reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. The K-12 Reading Staff conducts interviews and checks personnel records to ensure all Summer Reading Camp teachers are highly effective and reading endorsed or reading certified. Professional Development is provided to all Summer Reading Camp teachers and paraprofessionals in all programs being utilized. The K-12 Reading Staff and Summer Reading Camp literacy coaches will monitor fidelity of identified programs.

**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.**

N/A

**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.)**

561

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

**Students who score Level 1 in grades 4-5**

**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.)**

96%

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

%

**Students who score Level 1 in grades 4-5**

%

## **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.**

The K-12 Reading Staff has developed resource materials to guide parents in our Read-at-Home Plan. These materials, along with the JRF! Read at Home Plan Resources are available on our district and schools' websites. Paper copies are distributed at the school level as requested. We have a partnership with FCRR which includes the placement of reading parent resource kiosks at every school site. The guidance includes multisensory activities that bolster all components of foundational reading. The district participates in the New World's Reading Initiative which provides eligible children free books and family literacy resources mailed to their homes. The schools help families enroll in the program during parent conferences, literacy nights, direct contact through parent liaisons, and during book fair or other curriculum activity times.

**Who at the district is responsible for monitoring this requirement?**

The K-12 Reading Staff are responsible for supporting and monitoring implementation.

## 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 requirement of providing whole group instruction utilizing an evidence-based sequence of reading instruction is supported through development and distribution of evidence-based instructional materials, sample 90-minute reading block schedules, and pacing guides. All elementary students must be scheduled into uninterrupted 90-minute ELA course sections in the district's FOCUS scheduling system. LCS students and teachers use Savvas myView Literacy from the state-approved list of ELA elementary instructional materials. Site visits from support personnel help monitor implementation of the evidence-based strategies including supplemental interventions embedded within the curricular tool.

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

The K-12 Reading Staff and the Department of Academic Services are responsible for supporting and monitoring this requirement.

#### **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?**

Using texts to increase students' background knowledge and literacy skills in social studies, science, and the arts is supported through the purchase and distribution of texts from the B.E.S.T. Sample and Civic Literacy lists along with professional development focused on incorporating informational texts into standards aligned lesson plans. Site visits from support personnel help monitor implementation.

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

The K-12 Reading Staff and the Department of Academic Services are responsible for supporting and monitoring this requirement.

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

##### **How does the district support and monitor implementation?**

The requirement of providing small group differentiated instruction in order to meet individual student needs is supported through the development of model 90-minute reading block schedules and professional development on differentiated instruction. Site visits from support personnel help monitor implementation.

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

The K-12 Reading Staff and the Department of Academic Services are responsible for supporting and monitoring this requirement.

## 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.

The K-12 Reading Staff has developed Canvas courses to educate teachers about the shift to the B.E.S.T. standards and Florida's Formula for Success. All courses include an in-depth look at the components of reading, types of assessments, and tiered instruction that includes appropriate instructional strategies for students with disabilities and those students who are English language learners. Additional professional development opportunities reinforcing Florida's Revised Formula for Success include but are not limited to: Simply the B.E.S.T. summer conferences, monthly literacy coach sessions for both elementary and secondary coaches, Literacy Leadership Team development for administrators, elementary and secondary literacy instructional toolkits, and data analysis with the new coordinated screening and progress monitoring system.

### How does the district support and monitor implementation?

All teachers are expected to participate in our Introduction to B.E.S.T. Standards Course and B.E.S.T. canvas courses specific to their grade/subject area. Courses thoroughly cover the content and teachers must demonstrate understanding by passing multiple quizzes. The K-12 Staff will monitor the implementation through site visits, literacy walks with coaches and/or administrators, data analysis, and monthly literacy coach meetings.

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



The K-12 Reading Staff and the Department of Academic Services, including the Office of School Improvement and Accountability, are responsible for supporting and monitoring this requirement.

## 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.

## 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 K-12 Reading Staff provides guidance to school level administrators and literacy coaches to identify students with substantial reading deficiencies based on their scores (lowest achievement level/benchmark as identified by Star Early Literacy, Star Reading or F.A.S.T. during the universal screening period or progress monitoring administration at any time during the year. Additionally, schools (administrators/literacy coaches/ teachers) are provided with guidance documents to help identify students that have 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. The process for identifying students in need of tier 3 intervention, according to our K-3 Decision Trees, is aligned with our process for identifying students with a Substantial Reading Deficiency.