

Baker County School District



## 2021-22 Reading Plan

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

### Contact Information - Part A

#### District Contact Information

##### Reading Contacts

Identify the name, email address, position title, and job duties/responsibilities for each member of the district reading team.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Murphy, Everett Director of Teaching and Learning everett.murphy@bakerk12.org 904-259-0404
Elementary English Language Arts (ELA)	Murphy, Everett Director of Teaching and Learning everett.murphy@bakerk12.org 904-259-0404
Secondary ELA	Murphy, Everett Director of Teaching and Learning everett.murphy@bakerk12.org 904-259-0404
Reading Curriculum	Murphy, Everett Director of Teaching and Learning everett.murphy@bakerk12.org 904-259-0404
Professional Development	Murphy, Everett Director of Teaching and Learning everett.murphy@bakerk12.org 904-259-0404
Summer Reading Camp	Murphy, Everett Director of Teaching and Learning everett.murphy@bakerk12.org 904-259-0404
Third Grade Promotion	Murphy, Everett Director of Teaching and Learning everett.murphy@bakerk12.org 904-259-0404
Assessment	Wheeler, Traci Director of Accountability and Special Programs traci.wheeler@bakerk12.org 904-259-6776
Data Element	Windham, Mary MIS mary.windham@bakerk12.org 904-259-0421
Reading Endorsement	Mobley, Robin Associate Superintendent of Human Resources robin.mobley@bakerk12.org 904-259-0428

#### 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.**

Correspondence will be communicated through email with all staff. The Reading Plan link will be placed on all school websites as well as the district site. At the beginning of the school year, at back to school meetings with staff, the reading plan goals will be discussed.

**Student Achievement Goals - Part B**

**Measurable Student Achievement Goals**

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

***Previous School Year***

***Kindergarten - % of Students "Ready" on FLKRS 69%***

***Goal for Plan Year***

***Kindergarten - % of Students "Ready" on FLKRS 70%***

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

- \* The district adopted a new curriculum for both school year VPK and summer VPK.
- \* The district added Heggerty Phonemic Awareness in both pre-k and kindergarten to help boost FLKRS scores
- \* The Kindergarten Center is participating in the VPK Star Early Literacy pilot program. Pre-k teachers use the STAR and AP data to guide their instruction.
- \* We closely monitor and provide intervention for the kindergarten students who scored below grade level on 2 or more areas of AP 3 in pre-k. Students also participate in a fast paced ABC Bootcamp for quick letter review before the FLKRS test .
- \* The Kindergarten Center gives the FLKRS one-on-one with a touchscreen tablet Replacing computers with a mouse, for touch screen computers, and establishing a FLKRS assessment team to administer FLKRS with fidelity are goals to help drive instruction in Pre-K.

***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	11	21	36	26	7	8	16	38	27	10
4	27	27	20	16	9	22	22	26	19	11
5	20	25	26	19	11	18	20	29	20	13
6	27	32	18	17	7	22	25	23	20	10
7	39	26	17	14	4	30	23	24	18	7
8	33	22	20	17	8	25	18	27	20	10
9	27	27	22	18	6	22	22	24	22	10
10	29	24	21	19	8	22	20	30	21	10

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

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

The goal of Baker County School District would be to limit the loss of student learning due to the Covid Slide. Our goal would be to show at least 1% gain on STAR assessments for grades K-2.

**District Budget for Research-Based Reading Instructions Allocation**

<b>Budget</b>		
<b>1</b>	<b>Research-Based Reading Instruction Allocation</b>	<b>\$0.00</b>
	FTE	2021-22
		\$0.00
<b>2</b>	<b>Estimated proportional share distributed to district charter</b>	<b>\$0.00</b>
	FTE	2021-22
	0.0	\$0.00
<b>3</b>	<b>Reading coaches assigned to elementary schools</b>	<b>\$38,598.51</b>
	FTE	2021-22
	0.5	\$38,598.51
<b>4</b>	<b>Reading coaches assigned to secondary schools</b>	<b>\$57,463.16</b>
	FTE	2021-22
	1.0	\$57,463.16
<b>5</b>	<b>Intervention teachers assigned to elementary schools</b>	<b>\$211,113.33</b>
	FTE	2021-22
	4.0	\$211,113.33
<b>6</b>	<b>Intervention teachers assigned to secondary schools</b>	<b>\$0.00</b>
<b>7</b>	<b>Supplemental materials or interventions for elementary schools</b>	<b>\$0.00</b>
<b>8</b>	<b>Supplemental materials or interventions for secondary schools</b>	<b>\$0.00</b>
<b>9</b>	<b>Intensive interventions for elementary students reading below grade level</b>	<b>\$0.00</b>
<b>10</b>	<b>Intensive interventions for secondary students reading below grade level</b>	<b>\$0.00</b>
<b>11</b>	<b>Professional development</b>	<b>\$0.00</b>
<b>12</b>	<b>Helping teachers earn the reading endorsement</b>	<b>\$0.00</b>
<b>13</b>	<b>Summer reading camps</b>	<b>\$0.00</b>
<b>14</b>	<b>Additional hour for 300 lowest-performing elementary schools</b>	<b>\$0.00</b>
	<b>Total:</b>	<b>\$307,175.00</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.**

Baker County School District recognizes the importance of early identification of reading deficiencies (especially in K-3) so corrective instruction may be designed to raise the literacy achievement of students who are below grade-level expectations in reading.

The majority of the Reading allocation is spent on staff to support the focus of K-3 students with reading deficiencies.

## School Literacy Leadership Teams

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

In an educational leader meeting at the beginning of the school year, principals will be given information about the requirements of the School Literacy Leadership Team.

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

The principal of each school in coordination with the reading coach will choose and submit a roster of members of the School Literacy Leadership Team to the Director of Teaching and Learning.

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

The Director of Teaching and Learning will monitor and support the School Literacy Leadership Teams and ensure 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.

\*Clinical Ed Mentor Training will be provided through NEFEC

\*Florida Literacy Matrix through the University of Florida to provide Reading Competencies 1-5

\*NEFEC is offering Rural Connect Grant to provide elementary teachers literacy training and in 2021-22 school year offers this grant to secondary schools

\*FDLRS offering Exploring Structured Literacy to renew certificates with reading points

\*Team Time is a time where elementary schools meet as grades to share teaching strategies, information, and other PD

\*All schools have Data Chats where data is broken down and a plan of action is created to address needs

\*Teachers are encouraged to visit model classrooms to develop effective teaching skills/methods

\*New teachers are assigned a mentor and during their first year of teaching follow the district new teacher guidelines

**Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.**

**How are professional development requirements communicated to principals?**

A master in-service plan will be developed and shared with all principals. As new opportunities for PD arise, they will be shared through email with principals to disseminate to their staff.

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

The Director of Teaching and Learning will support professional development.

## Charter Schools

**Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?**

Yes



## Literacy Coaches

### Literacy Coaches - Part A

If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

#### Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;
- highly effective rating on most recent available evaluation that contains student achievement data;
- experience as successful classroom teachers;
- knowledge of evidence-based reading research;
- special expertise in quality reading instruction and infusing reading strategies into instruction;
- data management skills;
- strong knowledge base in working with adult learners;
- excellent communication skills; and
- outstanding presentation, interpersonal, and time-management skills.

#### How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

Baker County School District sees the importance of having a literacy coach in every school. Funds from various sources; Title 1, Title 2, Reading Allocation, and General Funds pay for this important support.

#### 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?**

Reading Coaches meet regularly with principals to discuss goals and upcoming events, PD, assessments, etc.

The Reading Coach has a specific and detailed job description that is posted on the district web site. This job description can viewed at:  
<https://www.bakerk12.org/cms/lib/FL02213740/Centricity/domain/168/job%20descriptions/READING%20COACH.pdf>

The Reading Coach's duties are explained at the beginning of the year in faculty meetings and Educational Leaders meetings.

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

Time is allocated for coaches to prepare, plan, and implement goals to meet their schools' needs. Coaches meet with one another to collaborate and plan professional development events for their schools. The district limits the amount of time coaches are used for extra duties.

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

Allen Murphy, Director of Teaching and Learning

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

Monthly at reading meetings

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

During Literacy Leadership Team meetings, needs are identified and a plan of action for the coach is determined. Also, during coaches meetings, needs are discussed and ideas shared about how to address them.

## District-Level Monitoring of Plan Implementation

### District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

### Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	What component of the reading/strand of standard is being assessed?	Assessment type	How often is the data being collected?
FLKRS	Kindergarten	Screener	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
STAR Early Literacy	K-1	Screener, Progress Monitoring, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary	Quarterly
STAR Reading	1-10	Screener, Progress Monitoring, Diagnostic	Fluency, Vocabulary, Comprehension	3 x A Year
i-Ready	4-5	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
District Developed Assessment	Kindergarten	Progress Monitoring, Diagnostic	Vocabulary, Comprehension	3 x A Year
USA Test Prep	9-12	Screener, Progress Monitoring, Diagnostic	Vocabulary, Comprehension	Annually
Adaptive Progress Monitoring	6-8	Progress Monitoring	Vocabulary, Comprehension	Annually

**District-Level Monitoring - Part B**

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

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

The Director of Teaching and Learning

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

All instruction is aligned with the Florida Standards. Curriculum used by schools is state approved and research based. Teachers collaborate to develop lesson plans and curriculum maps that are submitted to the principal for approval. Teachers are provided ongoing PD in the science of reading.

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

Data chats are held with each teacher to discuss and analyze assessment data. Student needs are identified and plans are revised to provide additional instructional supports. The instructional coach and/or the MTSS team collaborate with the teachers to plan for tiered instruction. Students may also be identified for placement in additional reading interventions.

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

Various forms of PD is offered throughout the year to ensure the enrichment of literacy instruction throughout all content area classrooms.

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

Being a small district, communication is welcomed and principals make themselves available to all stakeholders to express concerns. Through various school site meetings, issues are addressed and plans are formulated.

**District-Level Monitoring - Part C**

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

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

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

Through quarterly instructional coaches meetings, each school will provide various data and input to analyze the current reading plan and make adjustments to the plan and its implementation. Instructional coaches will gather input from their school's literacy leadership team to bring to the quarterly instructional coaches meeting.

**Self Reflection Tool**

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

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

## School-Level Monitoring of Plan Implementation

### School-level implementation - Part A

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

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

- \* Lesson Plans
- \* Curriculum Mapping
- \* Intentional Walk Throughs
- \* Data Chats (Using Progress Monitoring Assessments)
- \* Teacher Evaluations

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

Director of Teaching and Learning

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

At the quarterly Literacy Coaches Meetings, we will discuss the progress of implementation of the reading plan and consider next steps to enhance effectiveness.

### Weekly reading walkthroughs - Part B

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

A district created data collection tool using Google Docs will be used for Weekly Reading Walkthroughs. This data will be shared with Instructional Coaches and District Leaders to ensure fidelity and plan to meet additional needs.

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

The Director of Teaching and Learning

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

The district created walkthrough tool will identify areas of need. This tool will be submitted to the district monthly.

### Use of data to determine interventions - Part C

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

Dates and times are scheduled throughout the year for student assessment. Data chats are planned to analyze the data and identify areas of student needs. Coaches and the MTSS team support teachers in implementing differentiated instruction based on student data.

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

The Director of Teaching and Learning

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

At the school site, the MTSS team and Literacy Leadership teams monitor student progress. Areas of need are identified and a plan of action is developed to address and alleviate deficits.



## 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 following instructional materials/tools will be used for the 2021-2022 Summer Reading Camp.

SciLearn Fast ForWord –Fast ForWord is an evidence-based, adaptive reading and language program that delivers 1-2 years gain in 40-60 hours of use for any struggling learner. Schools choose Fast ForWord because our unique brain-based approach targets the root causes of reading difficulty to deliver lasting results that make better readers and lifelong learners. Moderate Evidence: <https://www.scilearn.com/research/>

Saxon Phonics and Spelling was developed to provide targeted foundational skill instruction using interactive, multisensory approaches to keep students engaged, excited, and advancing. Strong Evidence: WF1156195\_SXP\_2020\_NTL\_Saxon-One-Page-ESSA-Flyer\_FO\_HR.pdf

ReadWorks,-ReadWorks is applied cognitive science. Everything it does is based on the highest quality research, beginning with the seminal findings of the National Reading Panel and RAND Reading Study Group and continuing with current, highly-regarded research on reading comprehension and related factors. ReadWorks applies the science on how diverse learners move toward reading comprehension to all of their offerings, from their content and curricular supports to the digital tools and features of their website. Strong Evidence: <https://about.readworks.org/the-research.html>

IXL Reading, Using insights from the Real-Time Diagnostic, IXL creates a personalized action plan for each student. With these recommended skills, teachers have a simple way to differentiate instruction, fill individual knowledge gaps, and facilitate meaningful progress. Moderate Evidence: <https://www.ixl.com/ESSA/>

QuickReads- QuickReads is a supplemental literacy intervention program that improves students' fluency, comprehension, and content knowledge. Short, nonfiction texts are read quickly, repeatedly, and meaningfully. The instructional routine takes just 15 minutes a day, 3 to 4 times per week. Strong Evidence: <https://www.savvas.com/index.cfm?locator=PS3zYd>

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

Will the district implement this option?

No

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

NA

**Attendance - Part B**

Complete below depicting the number and percentage of students attending summer reading camps.

**Number of Students Attending Summer Reading Camp**

**Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)**

40

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

0

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

0

**Percentage of Students Attending Summer Reading Camp**

**Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)**

10%

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

0%

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

0%

## Parent Support through a Read-At-Home Plan

**Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home. In addition, include who at the district is responsible for supporting and monitoring implementation.**

The district uses Renaissance Accelerated Reading Program to promote and encourage independent reading at home in the child's zone of proximal development level. Computer based Accelerated Reader Quizzes are administered at school to ensure reading comprehension. Teachers encourage parents to be a part of the AR program and are provided testing data from their child's individualized test.

All elementary schools schedule meetings with parents to discuss their child's current reading level and develop a plan for parents to help optimize reading at home.

Teachers send home individualized at home reading practice, targeting the student's area of need.

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

The Director of Teaching and Learning

## 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?

Walk Throughs  
Lesson Plans  
Dedicated Block of Scheduled Time for Reading (First 90 Minutes of the School Day)

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

Director of Teaching and Learning

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

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

The new adopted curriculum, SAVVAS, integrates content areas such as social studies, science and arts.

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

Director of Teaching and Learning

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

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

During the scheduled reading block, small group instruction, reading centers, and individual supports are given to students. Additional staff are dedicated to supporting efforts. Every teacher has an additional staff member to assist them in the classroom during the reading block.

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

Director of Teaching and Learning

### Florida's Revised Formula For Success - Part B

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

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

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

Our school district provides core reading instruction that includes the six components of reading. Students are assessed throughout the year and needs are identified and addressed through tiered levels of instruction and intervention. A new MTSS identification and implementation guide has been created for all schools within the district. This new process will help in streamlining and following students from year to year to maintain tiered supports.

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

All reading curriculum will align with Florida's Revised Formula for Success. Time scheduled through the year for the MTSS team to review DATA and assure interventions are being used for success.

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

The Director Accountability and Special Programs

**Assessment/Curriculum Decision Trees - Part C**

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-2. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;
- Target audience (grade level);
- Performance criteria used for decision-making for each instrument;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;
- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and
- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

**Upload Decision Tree File in PDF format**

The following documents were submitted as evidence for this section:

Decision_Tree_K-12.BAKER.pdf
<i>Decision Tree K-12.BAKER</i>
<a href="#">Document Link</a>

## Identification of Students with a Substantial Reading Deficiency

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

Students will be identified as having a substantial reading deficiency if they score at the lowest achievement level on a universal screener and/or progress monitoring assessment (STAR Early Literacy, STAR, iReady, USA Testprep). In addition, teacher input based on observation data, both informal and formal, are collected on a daily basis and used as a form of identification.

### 300 Lowest-Performing Elementary Schools

**Does the district have one or more of the 300 lowest-performing elementary schools?**

If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

No

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

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

NA

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

NA

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

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

NA