

Liberty County School District



2021-22 Reading Plan

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals	3
Budget	6
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	25
300 Lowest Performing Elementary Schools	26

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	Lewis, Gay Director of Instruction gay.lewis@lcsb.org 850-643-2275
Elementary English Language Arts (ELA)	Lewis, Gay Director of Instruction gay.lewis@lcsb.org 850-643-2275
Secondary ELA	Lewis, Gay Director of Instruction gay.lewis@lcsb.org 850-643-2275
Reading Endorsement	Lewis, Gay Director of Instruction gay.lewis@lcsb.org 850-643-2275
Reading Curriculum	Lewis, Gay Director of Instruction gay.lewis@lcsb.org 850-643-2275
Professional Development	Lewis, Gay Director of Instruction gay.lewis@lcsb.org 850-643-2275
Assessment	Sewell, Jeff Assistant Superintendent jeff.sewell@lcsbonline.org 850-643-2275
Data Element	Lewis, Gay Director of Instruction gay.lewis@lcsb.org 850-643-2275
Summer Reading Camp	Lewis, Gay Director of Instruction gay.lewis@lcsb.org 850-643-2275
Third Grade Promotion	Lewis, Gay Director of Instruction gay.lewis@lcsb.org 850-643-2275
300 Lowest-Performing Elementary Schools	Lewis, Gay Director of Instruction gay.lewis@lcsb.org 850-643-2275

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

The district communicates the contents of the Comprehensive Evidence-Based Reading Plan with stakeholders in a variety of ways. The plan is reviewed for feedback at the District Advisory Council

Meting held during August of each year and then quarterly during the school year. The DAC is composed of stakeholders to include administrators, teachers, staff, students, parents, and community stakeholders. The completed plan is reviewed and approved by the Liberty County School Board. Copies of the plan are made available on the district website, as well as published by FLDOE.

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 72%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 74%

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

- *Purchase and implement state approved curriculum for VPK, Big Day PreK.
- *Provide professional development for teachers on new curriculum.
- *Provide training for PreK teachers on the B.E.S.T. ELA standards for Kindergarten.
- *Improve the classroom learning environment by providing developmentally appropriate materials and equipment, with a focus on academic instruction in readiness skills.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	9	24	38	24	5	8	21	35	30	6
4	16	20	47	11	6	14	18	42	18	8
5	24	25	32	17	2	16	17	42	20	5
6	20	28	36	16	0	15	23	42	17	3
7	19	23	29	21	8	15	19	34	22	10
8	14	17	45	16	8	12	14	47	18	9
9	20	17	26	26	9	15	16	30	28	11
10	11	21	26	36	5	9	15	31	38	7

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 number of students scoring proficient was measured by STAR on AP1 will increase by 5% on AP3. .

District Budget for Research-Based Reading Instructions Allocation

Budget		
1	Research-Based Reading Instruction Allocation	\$0.00
2	Estimated proportional share distributed to district charter	\$0.00
3	Reading coaches assigned to elementary schools	\$0.00
4	Reading coaches assigned to secondary schools	\$0.00
5	Intervention teachers assigned to elementary schools	\$159,189.00
	FTE	2021-22
	3.0	\$159,189.00
6	Intervention teachers assigned to secondary schools	\$0.00
7	Supplemental materials or interventions for elementary schools	\$0.00
8	Supplemental materials or interventions for secondary schools	\$0.00
9	Intensive interventions for elementary students reading below grade level	\$0.00
10	Intensive interventions for secondary students reading below grade level	\$0.00
11	Professional development	\$1,515.00
	FTE	2021-22
		\$1,515.00
12	Helping teachers earn the reading endorsement	\$0.00
13	Summer reading camps	\$3,389.00
	FTE	2021-22
	0.2	\$3,389.00
14	Additional hour for 300 lowest-performing elementary schools	\$0.00
	Total:	\$164,093.00

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 district has prioritized reading allocation funds to support the needs of K-3 students identified with a substantial deficiency in reading. This is accomplished by paying salaries for two reading interventionist, one at each K-8 school in the district. Each interventionist will serve students identified as having a substantial reading deficiency, by providing very small group or individualized instruction as dictated by need. Interventionist will serve as part of the school based literacy team and take a leading role in professional learning communities. In addition, one additional salary to support a teaching position for K-3 students will be provided at the K-8 school with the greatest need. This will allow for a reduced student teacher ratio to provide an increased intensity of instruction for students.

School Literacy Leadership Teams

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

The literacy leadership team requirements are communicated to principals through administrative meetings and emails.

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

Rosters of School Literacy Leadership Teams are communicated by each school principal to the Director of Curriculum and Instruction, Gay Lewis.

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

The Director of Curriculum and Instruction, Gay Lewis, is responsible for supporting and monitoring School Literacy Teams to 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.

4 (a-1) Reading professional development that will be provided by the district and/or schools will include:

- Professional development on use of reading series and any supplemental materials.
- Utilize Regional Reading Specialist to provide targeted professional development for individual teachers, grade level, and/or grade spans.

*Teachers will participate in ELA B.E.S.T standards training provided by Regional Reading Specialist and LSI.

- Course offerings through PAEC/FDLRS/etc.

These trainings will 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.

4 (a-2) The district administrative team, which includes the district technology instructional coach, in conjunction with the Director of Instruction, Director of ESE, and the Assistant Superintendent, will work with school principals to ensure that a review of progress monitoring data takes place at least quarterly to determine teachers whose data is not showing adequate growth. Based on results of the data professional development will be differentiated and intensified for individual teachers, grade levels, and/or grade spans.

4 (a-3) The LEA will identify mentor teachers and establish model classrooms at each school in the district. Model classrooms will demonstrate best practices in literacy at each identified grade level. Teachers assigned a mentor will be new to the district (one to three years) or will be identified based on need as established by walkthrough data, progress monitoring data, and fidelity of implementation of the district adopted reading curriculum.

4 (a-4) The district and school level administrators will ensure that time is provided for teachers to meet weekly for professional development by building allotted time into master and grade level schedules for teachers to meet by grade group or subject groups.

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

How are professional development requirements communicated to principals?

Professional development requirements will be communicated to principals through district leadership team meetings, emails, and other forms of communication.

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

The Director of Curriculum and Instruction along with the Assistant Superintendent will be responsible for supporting and monitoring professional development requirements and ensuring compliance.

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.

NA - the district does not have any Literacy Coaches.

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?

NA - no coaches

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?

NA

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

NA

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

NA

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

NA

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?
STAR Early Literacy	Kindergarten students	Screener, Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month, Monthly, 3 x A Year
STAR Reading	1st - 12th grade	Screener, Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month, Monthly, 3 x A Year
i-Ready	K-8th	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency	3 x A Year
FLKRS	Kindergarten (first 30 days of school)	Screener	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
Running Records	Tier 2 and Tier 3	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary	2 x A Month
FSA	All	Summative	Vocabulary, Comprehension	Annually
easy CBM	Tier 2	Screener, Progress Monitoring, Diagnostic	Vocabulary, Comprehension	3 x A Year
Common Lit	Tier II	Progress Monitoring, Diagnostic	Fluency, Vocabulary, Comprehension	2 x A Month
EDGE	Tier 2 and Tier 3	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
Brigance	Tier 3			

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?

Director of Curriculum and Instruction

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 adopts and implements curriculum that is evidence-based and provides systematic and explicit instruction. Annually district leadership meets with teacher leaders to vet the instructional materials that are being used in each classroom. This process is conducted through face to face discussions with teacher leaders at each grade level. Principals and district leaders conduct ongoing classroom visits to ensure the fidelity of implementation of these instructional materials.

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

Data is reviewed by the District Leadership Team, School Leadership Teams, Grade Level Teams and Individual teachers following the receipt of formative assessment data to determine students that are in need of differentiated reading support. Principals and school leadership are charged with taking steps to ensure that master schedules at each school are designed to maximize time for differentiated instruction at the classroom level. School level staff are responsible for identifying students requiring differentiated

supports and structuring individual student schedules to accommodate differentiated support. These schedules are reviewed and approved by district leadership.

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 adopted a core reading program that incorporates content area text into daily reading instruction in the elementary grades. Content area teachers incorporate literacy instruction into daily lessons through the use of titles from the B.E.S.T. standards book list. Reading teachers and content area teachers plan together to ensure that lessons are designed to build discussion about text and opportunities to respond to text both verbally and in written formate to deepen understanding in the content area courses.

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

If it is determined through classroom walk throughs and review of student/ school data that the plan is not meeting the needs of students the first step is consultation with school leadership and teachers. During this face to face consultation we would problem solve to detemine areas of concern and determine strategies for improvement. Differentiated support is provided to specific schools and teachers based on identified need.

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.

Annually the district leadership team meets with school based literacy teams to review the implementation of the K-12 Reading plan. At these meetings the teams analyzes all elements of the district plan referenced above. Input is gathered from teachers, and school leadership to identify areas that need improvement. The input is based on classroom walk through, assessment, and intervention data, as well as, professional development needs and family engagement participation. Strategies are developed to address areas of need, support is tailored to address these needs and resources are provided to support implementation.

Self Reflection Tool

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

The district must use the evlauation 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?

The district has in place a process for the effective school based implementation of the K-12 Reading plan.

The principal utilizes the school based literacy team for the purpose of ensuring the fidelity of implementation of the plan. This is accomplished through monthly leadership team meetings. The following elements are reviewed during these meetings:

*Review of student and teacher schedules.

*Review of weekly walk through data to determine fidelity of implementation of reading curriculum and intensive supports.

*Review of progress monitoring data to ensure assessments are completed during the window and to determine tiered instructional needs of individual students.

*Review of any other relevant information.

*The principal and the school based literacy team are responsible for problem-solving areas of the reading plan that are not effectively implemented.

Who at the district level supports effective implementation?

District leadership team to include the Superintendent, Assistant Superintendent, Director of Instruction and Director of ESE.

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

The district leadership team meets quarterly with principals to review all elements of the implementation of the Reading Plan. School level data is used to inform areas in need of improvement to meet effective implementation of the K-12 Reading plan.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

The principal conducts weekly reading walkthroughs, using the Danielson framework for teaching. This data is available to district leadership via the online platform. At least quarterly principals are required to submit hard copy reports documenting classroom reading walkthroughs.

Who at the district level supports effective implementation?

The District Leadership Team

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

School and district leadership teams use walk through data to determine effective implementation and identify areas of needed improvement.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

The principal and the school based leadership team hold quarterly data chats to monitor data at the grade, teacher and student level to ensure that appropriate interventions and supports are in place. .

Who at the district level supports effective implementation?

The district level team to include; Superintendent, Assistant Superintendent, Director of Instruction, ESE Director, and other related support staff.

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

Quarterly data at the school, teacher and student level is used to identify areas in need of improvement.

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 district will provide instruction for grade 3 students who score Level 1 on the statewide standardized assessment for ELA. Summer Reading Camps will be held at two schools in the district and highly effective teachers that are endorsed or certified in reading will be employed. Instruction will be provided using evidence-based materials to include Journey's Intervention program, Journey's Write in Readers, QuickReads, iReady Toolkit, Spire, FCRR, Great Leaps and Jamestown. Instruction will be explicit, systematic, and multisensory and include all elements of reading.

ESSA Rating

Journeys - ESSA Rating - Strong

<https://www.evidenceforessa.org/programs/reading/journeys>

QuickReads Struggling Readers - ESSA Rating - Strong - <https://www.evidenceforessa.org/programs/reading/quickreads-struggling-readers>

iReady Toolkit - ESSA Rating - Promising

<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/i-ready-research-efficacy-brief-2019.pdf>

Spire

<https://tinyurl.com/nxe2p7x5>

<https://journals.sagepub.com/doi/abs/10.1177/00224669060400030501>

FCRR - Strong Evidence

<https://www.fcr.org/about>

Great Leaps - ESSA Rating - Promising

<http://sosaschool.com/files/GreatLeapsReport.pdf>

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.

The district will extend the opportunity for 2nd grade students that demonstrate a reading deficiency to participate in Summer Reading Camp. The programs will be in conjunction with the 3rd grade camp described above.

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.)

14

Students who demonstrate a reading deficiency in grades K-2

20

Students who score Level 1 in grades 4-5

30

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.)

20%

Students who demonstrate a reading deficiency in grades K-2

27%

Students who score Level 1 in grades 4-5

18%

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 provides a read-at-home plan for individual students identified with a substantial deficiency in reading. This plan is made available by the students teacher and also published on the district and school websites. The district partners with 21st Century, Title I Parent Involvement events, Title IV small group tutoring, and the Liberty County Public Library to increase support for families to engage in literacy activities and reading at home.

Who at the district is responsible for monitoring this requirement?

The Director of Curriculum and Instruction and the Director of ESE.

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?

Expectations are communicated to principals in administrative meetings. Principals review schedules and classroom walkthroughs and report to district leadership. This information is reviewed and verified by district leadership. The district further supports the implementation of evidence-based reading instruction and small group instruction by providing evidence based core and supplementary curriculum. As well as providing ongoing professional development, model classrooms, and mentor teachers.

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

Director of Instruction and Director of ESE

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

How does the district support and monitor implementation?

The district supports the initiative to increase students' background knowledge and literacy skills in social studies, science and the arts. Content area teachers will incorporate text from the B.E.S.T. Civics booklist, titles from the nine literary periods, and information science text into content area courses.

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

Director of Instruction

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

How does the district support and monitor implementation?

The district will communicate to principals in face to face meetings the expectation for small group differentiated instruction. Principals will review individual teacher schedule to ensure that time is allotted for small group differentiated instruction. Principals will use classroom walk throughs and data to determine effect implementation and report to the district leadership team.

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

District Leadership Team

Florida's Revised Formula For Success - Part B

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

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

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

The six components of reading are addressed through the core state adopted reading curriculum for each grade level. The four types of assessments are in place. Screeners, progress monitoring/formative assessments, diagnostics, and summative assessments are scheduled and administered at a minimum of three times per year. The district adopts evidence based curriculum for Tier I core instruction and monitors to ensure fidelity of implementation through classroom walk throughs and periodic curriculum review. In addition to the core Tier 1 instruction, the district provides standards aligned curriculum for students identified as needing Tier 2 instruction. Schedules are created to include small group teacher led instruction that is matched to student need with the goal to reduce barriers to students ability to meet core/Tier I expectations. An additional layer of instruction is provided for students with a substantial reading deficiency. Evidence based curriculum that is designed for Tier 3 instruction are provided to students in one on one or very small group instruction. Attention is given to master schedules that are designed to facilitate Tier 3 instructional delivery in addition to core and Tier 2 interventions. Progress monitoring is administered more frequently to determine the effectiveness of the intervention. All students receiving Tier 3 intervention have in place an individualized progress

monitoring plan or an IEP. These students receive their interventions from teachers who are certified or endorsed in reading.

How does the district support and monitor implementation?

The district supports the implementation of the 6 + 4 + T1 + T2 + T3 by providing assistance and monitoring of scheduling that supports the structure of this layered intervention approach. In addition the district provides an allocation of resources and staff to implement the formula at each school. Monitoring for fidelity of implementation for all areas of the formula are done at the teacher, grade, school and district level.

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

The District Leadership Team

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:

Liberty_Decision_Tree_7.20.21_(1).pdf
<i>Liberty Decision Tree</i>
Document Link

Identification of Students with a Substantial Reading Deficiency

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

At the completion of universal screening, progress monitoring, formative assessment and/or teacher observations student data is reviewed to determine students identified as having a substantial reading deficiency. This substantial reading deficiency is defined as scores at the lowest achievement level/ benchmark as identified by the publisher. The district uses STAR Early Literacy, STAR, and iReady for these measures.

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