

Okaloosa 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	Flanagan, Ann Curriculum Specialist flanagana@okaloosaschools.com 850-833-3293
Reading Curriculum	Flanagan, Ann Reading Specialist flanagana@okaloosaschools.com 850-833-6213
Professional Development	Peek, Karen Program Director Professional Services peekk@okaloosaschools.com 850-833-5853
Assessment	Barnes, Beth Accountability Analyst barnesb@okaloosaschools.com 850-689-7150
Summer Reading Camp	Berry, Denise Curriculum Specialist denise.berry@okaloosaschools.com 850-833-3293
Third Grade Promotion	Palmer, Jeff Director palmerjt@okaloosaschools.com 850-833-3240
Secondary ELA	Kozak, Lynn District Instructional Coach lynn.kozak@okaloosaschools.com 850-833-3385
Main District Reading Contact	Flanagan, Ann flanagana@okaloosaschools.com
Main District Reading Contact	Flanagan, Ann Reading Curriculum Specialist flanagana@okaloosaschools.com 850-833-6312
Elementary English Language Arts (ELA)	Berry, Denise Elementary ELA denise.berry@okaloosaschools.com 850-833--3193

#### 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 K-12 Reading Plan is included in the binder distributed at our Administrators' Retreat, and the requirements are reiterating during principals' meetings. The principals are expected to disseminate the information at their schools, including the School Literacy Leadership Team, to guide the development of the School Performance Plans. Decision trees are reviewed with guidance counselors to use in the MTSS Process. A link to the plan is posted on our district website.

## 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 56%**

#### *Goal for Plan Year*

**Kindergarten - % of Students "Ready" on FLKRS 58%**

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

The district will establish a Kindergarten Transition Team made up of administrators, Kindergarten teachers, Pre-K teachers, preschool and kindergarten families, and specialists. Two Kindergarten Transition nights will be scheduled to provide joint trainings and other professional development activities for school district and Head Start teachers and staff on the transition to kindergarten.

#### **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	17	21	30	25	7	13	21	29	27	10
4	21	19	25	25	11	12	19	32	25	12
5	15	24	27	23	11	11	29	20	28	12
6	17	24	24	25	11	14	20	26	28	12
7	21	25	24	20	11	17	23	25	22	13
8	18	22	31	20	11	13	18	31	24	14
9	17	26	26	22	10	15	22	24	27	12
10	18	25	24	23	10	16	22	23	27	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%).*

The i-Ready Diagnostic provide percentages of students scoring "early on: the grade level and "mid or above: grade level. Our goal is to increase these levels this year as indicated below:

Kindergarten: increase the percentage of students scoring “early on” grade level from 35% to 38% and the percentage of students scoring “mid or above” grade level from 38% to 41 %.

Grade One: increase the percentage of students scoring “early on” grade level from 14% to 17% and the percentage of students scoring “mid or above” grade level from 30% to 33%.

Grade Two: increase the percentage of students scoring “early on” grade level from 18% to 21% and the percentage of students scoring “mid or above: grade level from 34% to 37%.

## District Budget for Research-Based Reading Instructions Allocation

### Budget

<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>\$83,819.00</b>
	FTE	2021-22
		\$83,819.00
<b>3</b>	<b>Reading coaches assigned to elementary schools</b>	<b>\$518,130.00</b>
	FTE	2021-22
	5.2	\$518,130.00
<b>4</b>	<b>Reading coaches assigned to secondary schools</b>	<b>\$145,440.00</b>
	FTE	2021-22
	1.6	\$145,440.00
<b>5</b>	<b>Intervention teachers assigned to elementary schools</b>	<b>\$0.00</b>
<b>6</b>	<b>Intervention teachers assigned to secondary schools</b>	<b>\$306,800.00</b>
	FTE	2021-22
	4.0	\$306,800.00
<b>7</b>	<b>Supplemental materials or interventions for elementary schools</b>	<b>\$122,299.00</b>
	FTE	2021-22
		\$122,299.00
<b>8</b>	<b>Supplemental materials or interventions for secondary schools</b>	<b>\$0.00</b>
	FTE	2021-22
		\$0.00
<b>9</b>	<b>Intensive interventions for elementary students reading below grade level</b>	<b>\$44,572.00</b>
	FTE	2021-22
		\$44,572.00
<b>10</b>	<b>Intensive interventions for secondary students reading below grade level</b>	<b>\$159,617.00</b>
	FTE	2021-22

		\$159,617.00
11	Professional development	\$74,048.00
	FTE	2021-22
		\$74,048.00
12	Helping teachers earn the reading endorsement	\$0.00
13	Summer reading camps	\$0.00
14	Additional hour for 300 lowest-performing elementary schools	\$0.00
	<b>Total:</b>	<b>\$1,454,725.00</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.**

A portion of the reading allocation funds is used to provide ELA Instructional Coaches to support teachers with strategies for students with substantial reading deficiencies in grades K-3. Coaches have had explicit training in the use of multisensory intervention through MaxScholar, an Orton Gillingham Program, and the University of Florida Literacy Institute. Coaches receive also training to help them support teachers as they analyze and use the data provided by i-Ready to support their instruction. Their work includes embedded professional development in the form of coaching cycles and partnership agreements.

Funds are included for Orton Gillingham Level 1 Training for Intervention Teachers providing Tier 3 intervention. MaxScholar is purchased for students identified with Substantial Reading Deficiencies in grades K-2. Phonics for Reading is purchased for identified students in grade 3. These initiatives are co-funded through Title II and the HQCR Grant.

## School Literacy Leadership Teams

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

This requirement is communicated to the principals during the Administrators' Retreat in July and reiterated during principals' meetings.

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

The roster of the School Literacy Leadership Teams is communicated to the Reading Specialist.

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

An agenda with discussion items is created for all Literacy Leadership meetings. The Reading Specialist monitors and supports 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.

The district develops an SPP focus to guide school and district-based PD, and other school initiatives. 2021-22: To address learning loss by accelerating student achievement through evidence-based resources, district and school-based staff will analyze assessment data, collaborate to create engaging lessons and provide intervention support, including multisensory strategies.

### ELA Elementary

Develop engaging, grade appropriate lessons aligned to the B.E.S.T. Standards (K-2)

Utilize the B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T Standards (K-2)

Developing engaging standards-based lessons that bridge LAFS and B.E.S.T. Standards using data (e.g., FSA, formative, classroom assessments) the Item Specifications, and Benchmark Advance, as a resource to plan targeted Tier 1 (whole group) instruction based on i-Ready Data that incorporates text-dependent questions leading to a culminating task (3-5)

Strategically utilize the B.E.S.T Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T Standards (3-5)

Analyze data to identify appropriate instruction components of i-Ready that can be integrated within the Balanced Literacy Model (e.g., whole group mini-lessons, differentiated small group instruction incorporating multi-sensory strategies and stations)

Utilize the ELA textbook, Benchmark Advance, as a resource to plan targeted Tier 1 (whole group) instruction based on i-Ready data that incorporates text-dependent questions leading to a culminating task.

### ELA Secondary

Utilize the textbook as a resource to plan targeted Tier I instruction based on i-Ready data that incorporates text-dependent questions and a culminating task

Develop standards-based lessons that bridge LAFS and B.E.S.T Standards using data (e.g., Cambium, FSA, formative, classroom assessments), the Item Specifications, and myPerspectives Standards document

Incorporate appropriate components of i-Ready for Tier 3 students within the Intensive Reading classroom (e.g., Diagnostic data, Teacher Toolbox, Scaffolding Tools, and Online Personalized Instruction) to individualize instruction (6-8\_



Strategically utilize B.E.S.T. Standards Vertical Progression to ensure a successful transition from LAFS to B.E.S.T. Standards

ELA Instructional Coaches will facilitate district developed Professional Development at the school level, as well as through embedded coaching in addition to professional development identified in each school's SPP. Differentiated training will be provided to teachers based on i-Ready Data, walkthroughs and evaluations and IPDP requests. Year two implementation of i-Ready Personalized Learning includes an "a la carte menu" based on teacher needs as identified through data, principal walkthroughs or teacher self-reflection.

Principals assign mentors to their newly hired first year teachers and are responsible for signing off on the requirements quarterly.

Model Classrooms are identified at the school level. Inter/intra school visits are arranged by coaches and/or curriculum specialists based on the expertise of the model classroom teacher and the needs of the visiting teachers. Coaches, curriculum specialists and/or administrators debrief with teachers after each visit. This year we are exploring the use of CANVAS and other digital platforms to provide easier access to model classrooms.

Professional development may be provided before and after school, at faculty and grade level meetings, duty release days (high school only), release days provided by the school, embedded in the classrooms or during collaborative planning.

**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?**

These requirements are communicated to principals at their meetings and during the Administrators' Retreat and reiterated during principals' meetings. The district will support principals at the monthly principals' meeting which include professional development on B.E.S.T. Standards

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

The Curriculum Specialist or Professional Development Representative at each school is responsible for putting the professional development application into our Frontline system. The Professional Development Program Director monitors 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.

A purposeful review of triangulated data is used to place coaches at schools. The following data was considered when determining the schools with the greatest need:

- Free and reduced lunch percentages
- The number of students identified in the lowest percentile on i-Ready during the second diagnostic window
- Achievement Levels on 2019 FSA
- Learning Gains on 2019 FSA
- Learning Gains of lowest 25% on 2019 FSA
- School size

The size and experience of the faculty, and data collected through walkthroughs and central office site visits are also considered. All Reading Coaches are Reading Endorsed or 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?**

This information is communicated during the Administrator Retreat each year and included in the manual which is distributed at that time.

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

Coaches attend monthly training meetings during which these items are discussed. They receive specific data analysis training with i-Ready to help teachers disaggregate their data and provide instruction based on data.

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

Coaches complete a monthly log of activities which is reviewed by the Reading Specialist who is responsible for the supervision and evaluation of coaches.

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

After the i-Ready Diagnostic, the Reading Specialist meets with each coach to discuss an Individual Professional Development Plan. During this meeting, the school's SPP Goals are discussed and coach's plan for personal professional development and objectives are reviewed. Time is monitored through the coach logs. This information is reviewed and revised as necessary after the second administration of i-Ready.

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

School-based professional development based on data is outlined in the School Performance Plan. The principal directs professional development for grade levels and/or specific teachers based on the results of walkthroughs, evaluations and i-Ready data.

## 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?
i-Ready	K-8	Screener, Progress Monitoring, Formative Assessment, Diagnostic, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year, Annually
FLKRS	Kindergarten	Screener	Oral Language, Phonological Awareness, Phonics, Fluency	Annually
FSA	3-10	Summative	Comprehension	Annually
CAMBIUM APM	9-10	Progress Monitoring	Vocabulary, Comprehension	3 x A Year
Achieve 3000	9-12 Intensive Reading	Screener, Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Unique Learning Design	Optional for VE students	Screener, Progress Monitoring		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 Evaluation Analyst, ELA Specialists and Curriculum Directors are responsible for the providing plan implementation, oversight support and follow-up.

#### 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 will develop pacing guides to ensure instruction is systematic and explicit.

Teachers in K-2 will be provided with training on how to implement the B.E.S.T Standards with fidelity and teachers at grades 3 and above, will be provided a Bridge Training to align LAFS and B.E.S.T.

Textbook training will be provided to teachers to ensure that the teachers understand how to use this tool to provide standards based, systematic and sequential instruction.

In addition, the district has established a partnership with UFLI to provide training to secondary IR on the New 6-12 Foundational Intervention Standards.

Textbooks and other district purchased materials are reviewed for evidenced-based research.

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

Teachers are provided with training to help them use reports from i-Ready as a guide for developing small group instruction as a means of differentiation based on data.

After a review of the data, administration holds data chats with grade levels and/or individual teachers. During those meetings, identified grade level and/or individual needs are discussed, and a plan for

implementation of strategies is developed to increase progress in areas of need.

Additionally, Data Chats are scheduled with each school by a district Curriculum and Instruction Team to discuss data and ascertain school-wide progress. Plans for increasing progress towards meeting district and school goals are discussed during the review.

**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 develops SPP Focus Areas to guide school and district-based PD and other school initiatives. For the 2021-2022 school year the following is identified for Secondary Social Studies Teachers:

- Implement inquiry-based strategies to promote engagement
- Create a culture of curiosity through the use of claims, evidence, and reasoning
- incorporate SHEG lessons (World History and United States History)
- Incorporate literacy strategies in the middle and high school classrooms
- Explore multiple perspectives using primary and secondary sources
- Include vocabulary and writing strategies to strengthen comprehension of content
- Utilize web-based tools for building background.

The district has purchased titles from the Civic Literacy Booklist for every school at every grade level to help infuse literacy in the content area classrooms. PD will be provided to ensure focused instruction.

Elementary

Elementary ELA teachers also teach Social Studies and infuse content materials into their reading block. Coaches have developed "Everyday Instructional Reading Lessons" using text sets which include selections from the adopted Social Studies textbook, Social Studies Weekly.

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

The district has a comprehensive system of reviewing school implementation of the School Performance Plan (SPP) initiatives and classroom instruction based on K-12 Reading Plan. Building administrators meet for School Site Reviews with a Central Office Administration Team to monitor students' achievement and implementation of instructional methodologies based on data. The Central Administration Team also visits classrooms to gather evidence of implementation in action. Concerns are communicated and discussed during these meetings. The number of site visits varies in intensity dependent upon the number of concerns noted.

**District-Level Monitoring - Part C**

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

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

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

The K-12 plan was developed with input from stakeholders and implementation will be evaluated before the next plan is developed. Progress towards implementation of the plan will be reviewed after each

administration of Progress Monitoring, as well as during principals' meetings and data chats. School Literacy Leadership Teams will routinely review the Reading Plan as it applies to their SPP implementation at the school level to determine progress towards meeting school goals, professional development, and family engagement.

**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?

The principals and/or assistant principals are responsible for monitoring the implementation of the K-12 Reading Plan at their school site through the School Performance Plan (SPP) and the Pupil Progression Plan (PPP).

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

The Director of Curriculum and the Specialists support effective intervention of the K-12 Reading Plan

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

Implementation is collected and monitored at each school based on the timeline identified in their SPP. Data is shared with the Literacy Leadership Teams, the department chairpersons and/or coaches to discuss with respective members.

### Weekly reading walkthroughs - Part B

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

Principals and assistant principals are responsible for scheduling and setting a purpose for their weekly walkthroughs based on data and communicated through the School Performance Plan and the Pupil Progression Plan.

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

The Assistant Superintendent and Director of Curriculum support effective implementation.

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

If an administrator identifies a need in an individual classroom, it will be addressed with the teacher. The administrator may request the teacher works with the ELA coach to provide support. If the administrator identifies a need for a grade level or department, it will be addressed at the grade level or department meetings. Should additional support be required, a request can be made to the appropriate specialist.

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

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

Teachers are provided with training to help them use reports from i-Ready, Achieve 3000, and Cambium as a guide for developing small group instruction as a means of differentiation based on data.

Administrators hold data chats with teachers to identify needs for specific students.

ELA coaches, guidance counselors, MTSS teams also provide guidance to teachers.

Decision Trees are used to support the MTSS Process.

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

The Curriculum Specialists, Director of ESE and Student Services and the Psychologist in charge of MTSS provide support for this initiative.

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

Data is reviewed after each progress monitoring administration at both the school and district level. Identified needs are addressed with teachers and/or grade levels during chats at the school level. Strategies to support specific groups or individual students are included.

Data chats are also scheduled with each school by a district Curriculum and Instruction Team to ascertain school-wide progress towards meeting district and school goals. This includes supports provided for students.

## 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.**

Teachers facilitating Grade 3 ELA must be Reading Endorsed/Certified.

#### Pre/Post Assessment

The i-Ready Diagnostic 3 will be used as a pre-assessment to identify areas of instructional focus for students in grades K-5. The i-Ready Diagnostic will be once again administered at the conclusion of Summer Intensive Studies as a post-assessment.

#### Instruction

Teacher utilize the Balanced Literacy Model which includes whole group, small group and independent practice in order to differentiate instruction. Whole group mini-lessons will target identified priority standards. Additionally, small group instruction will vary in frequency and intensity based on student need. Teachers will implement multi-sensory instructional strategies (e.g., MaxScholar) for students who are identified as having a substantial reading deficiency. Evidence-based instructional materials that will be utilized include i-Ready Teacher Toolbox, Ready print materials, Ready's Summer Activity Packets, and Personalized Online Instruction. Books from B.E.S.T Standards book list (per grade level) will be utilized for read alouds.

**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.**

Teachers facilitating Grade 3 ELA must be Reading Endorsed/Certified.

#### Pre/Post Assessment

The i-Ready Diagnostic 3 will be used as a pre-assessment to identify areas of instructional focus for

students in grades K-5. The i-Ready Diagnostic will be once again administered at the conclusion of Summer Intensive Studies as a post-assessment.

#### Instruction

Teachers will utilize the Balanced Literacy Model in order to differentiate instruction. Whole group mini-lessons will target identified priority standards. Additionally, small group instruction will vary in frequency and intensity based on student need. Teachers will implement multi-sensory instructional strategies (e.g., MaxScholar) for students who are identified as having a substantial reading deficiency. Evidence-based instructional materials that will be utilized include i-Ready Teacher Toolbox, Ready print materials, Ready's Summer Activity Packets, and Personalized Online Instruction. Books from B.E.S.T Standards book list (per grade level) will be utilized for read alouds.

### 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.)**

374

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

316

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

832

#### 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.)**

22%

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

22%

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

12%

## 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.**

Okaloosa County School Districts Read-At-Home Plan is provided to parents at IEP or PMP meetings and can be found on the district website at: [https://www.okaloosaschools.com/files/\\_site/programs/read-at-home-plan.pdf](https://www.okaloosaschools.com/files/_site/programs/read-at-home-plan.pdf). Hard copies are also available for parents upon request.

Schools schedule parent involvement nights to promote parent-child interactions with many types of literacy events. Monthly newsletters are included on our website and social media. The website also includes resources and summer bridge activities for parents to use at home with their students.

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

The ELA Curriculum Specialist who wrote the Read at Home Plan is responsible for monitoring this plan. The Title I Specialist monitors the parent involvement at Title I schools.

## 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?

Whole Group Instruction is provided through our adopted textbook, Benchmark Advance. <https://www.fldoe.org/core/fileparse.php/5574/urlt/20-21ELAAadoptedMaterials.pdf>  
Principals and assistant principals monitor instruction through lesson plans, formal evaluations, and walkthroughs. Professional development in the form of training and embedded coaching is provided by the ELA Instructional Coaches..

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

School-based administrators are responsible to support and monitor this requirement at the school level. Support is available from the Director of Curriculum and the Specialists as needed.

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

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

The district has purchased titles from the Civic Literacy Booklist for all schools. Additional materials, such as i-Ready are purchased through Title Programs to increase background knowledge and literacy skills in Science and the Arts. . Professional development in the form of training and embedded coaching is provided by ELA Instructional Coaches. ELA Instructional Coaches have created text sets with associated Text Dependent Questions leading to a culminating Task to support instruction with our adopted textbook, Studies Weekly.

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

School-based administrators are responsible to support and monitor this requirement at the school level. Support is available from the Director of Curriculum and the Specialists if needed.

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

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

Principals and assistant principals monitor instruction through lesson plans, formal evaluations, and walkthroughs. Professional development in the form of training and embedded coaching is provided by the ELA Instructional Coaches.

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

School-based administrators are responsible to support and monitor this requirement at the school level. Support is available from the Director of Curriculum and the Specialists if needed.

**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.**

All students will have access to the Florida Revised Formula for Success and will be given the interventions needed. This includes ELL and ESE students. K-12 Reading Instruction is aligned with Florida's Revised Formula for Success through our Balanced Literacy Model, ELL Plan, MTSS process and our Pupil Progression Plan.

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

The district supports and monitors implementation through MTSS Team Meetings, Professional Development, Data Chats and Site visits.

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

MTSS: ESE Director

Balanced Literacy and PPP: Specialists and Director of Curriculum

ELL: Coordinator of ESOL

**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:

Okaloosa_County_Decision_Trees_2021-22_final.pdf
<i>Okaloosa County Decision Tree 2021-2022</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 scoring within the lowest achievement level on FSA or i-Ready are identified as having a substantial reading deficiency. After review of data from all sources, the student is referred to the MTSS Team. The team reviews the presented data, problem solves, monitors, and changes interventions, as necessary. The complete process is outlined in the MTSS Manual. Students can be referred to the MTSS Team as soon as a deficiency is suspected. It is not necessary to wait until a student fails or falls within the lowest achievement level to be identified. Formative assessments, teacher observation data or minimum skill levels in any of the domains assessed through i-Ready is sufficient for a referral. A PMP or an IEP is required.

## 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.*

N/A

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

N/A

### 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.

N/A