

Hillsborough County Public Schools



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	Bergman, Tracie Executive Director Literacy tracie.bergman@hcps.net 813-272-4455
Secondary ELA	Reddel, Lory Supervisor 9-12 ELA lory.reddel@hcps.net 8132724000
Reading Endorsement	Jackson, Jamalya Executive Director, Professional Development jamalya.jackson@sdhc.k12.fl.us 8132724000
Third Grade Promotion	Zilbar, Amy Executive Director, Instructional Leadership, Elementary amy.zilbar@sdhc.k12.fl.us 8132724000
Assessment	Binder, Nicole Executive Director, Assessment nicole.binder@hcps.net 8132724000
300 Lowest-Performing Elementary Schools	Bergman, Tracie Executive Director, Literacy tracie.bergman@hcps.net 8132724000
Secondary ELA	Navarre, Mary Supervisor 6-8 Literacy mary.navarre@hcps.net 8132724000
Summer Reading Camp	Zilbar, Amy Executive Director, Instructional Leadership amy.zilbar@sdhc.k12.fl.us 8132724000
300 Lowest-Performing Elementary Schools	Bogle, Shannon Supervisor, TN Schools shannon.bogle@sdhc.k12.fl.us 8132724000
Elementary English Language Arts (ELA)	Schroden, Angela K-5 Elementary Supervisor angela.schroden@hcps.net

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.

Hillsborough County Public School's 2021-2022 Reading Plan was created in collaboration with the district's Literacy Department, school-based administrators, school-based literacy coaches, teachers, and community members, via focus groups and input sessions. The plan will continue to be revised throughout the school year by receiving ongoing feedback from our school-based literacy coaches and resource teachers during monthly meetings, starting with the Summer Coach Academy in June, and August's Professional Study Day where all teachers are present. Additionally, the plan is placed on the district's website for families and community members to access and review. Furthermore, the district's goal for this coming year is to develop a strong literacy leadership team comprised of members from the district, schools, and community, with the task of reviewing the plan often throughout the year as implementation continues.

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 52%

Goal for Plan Year

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

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

- Create Pre-K Instructional Frameworks to standardize whole group, small group and individualized instruction across classrooms
- Implement a common curriculum (World of Wonders) across all Pre-K programs
- Increase summer VPK units/slots
- Progress monitor Pre-K students path to KG readiness in SchoolCity
- Encourage sites to include Pre-K in their KG round ups to encourage full enrollment by day 1 (especially within HS)

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	27	22	26	19	6	22	18	30	22	8
4	30	21	23	18	8	22	21	27	20	10
5	28	22	25	17	8	22	20	28	20	10
6	26	23	20	20	11	20	23	20	25	12
7	29	23	21	17	10	20	22	28	19	11
8	27	22	24	16	10	22	16	30	21	11
9	28	23	21	19	9	22	20	27	21	10
10	27	23	21	20	9	22	15	28	24	11

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

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

The district's goal is to increase the number of students in grades K-5 scoring at or above grade level on the i-Ready Diagnostic by 10% by the end of the year, from 56% to 66%.

The district's goal is to increase the number of students in grades 6-12 scoring at or above grade level on the Achieve3000 LevelSet by 10% at the end of the year to 70% of students.

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	\$948,646.00
	FTE	2021-22
		\$948,646.00
3	Reading coaches assigned to elementary schools	\$1,900,000.00
	FTE	2021-22
	18.0	\$1,900,000.00
4	Reading coaches assigned to secondary schools	\$400,000.00
	FTE	2021-22
	4.0	\$400,000.00
5	Intervention teachers assigned to elementary schools	\$640,000.00
	FTE	2021-22
	7.0	\$640,000.00
6	Intervention teachers assigned to secondary schools	\$0.00
7	Supplemental materials or interventions for elementary schools	\$3,885,851.00
	FTE	2021-22
		\$25,000.00
		\$260,000.00
		\$2,000,000.00
		\$1,440,851.00
		\$10,000.00
		\$150,000.00
8	Supplemental materials or interventions for secondary schools	\$50,000.00
	FTE	2021-22
		\$50,000.00

9	Intensive interventions for elementary students reading below grade level		\$37,000.00
		FTE	2021-22
			\$15,000.00
			\$22,000.00
10	Intensive interventions for secondary students reading below grade level		\$300,000.00
		FTE	2021-22
			\$200,000.00
			\$100,000.00
11	Professional development		\$55,000.00
		FTE	2021-22
			\$25,000.00
			\$30,000.00
12	Helping teachers earn the reading endorsement		\$0.00
13	Summer reading camps		\$1,269,962.00
		FTE	2021-22
		100.0	\$1,269,962.00
14	Additional hour for 300 lowest-performing elementary schools		\$0.00
Total:			\$9,486,459.00

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.

Elementary schools have been prioritized based on need. The schools with the most need are also the L300 schools and will receive a reading coach funded from this plan to support teachers in the implementation of the BEST Standards, in particular systematic, explicit instruction around the foundational skills. Funds were allocated to support supplemental materials in K-3. These materials include additional resources to support aligned small group instruction, high interest texts to support vocabulary and background building during core, interventionists to support Reading Recovery (Grade 1) in multiple elementary schools, and the SIPPS program, used as a Tier 3 intervention. In addition, money is also allocated for the MYON program which provides students accessible texts across content areas to support independent reading. There are also funds allocated for the third grade reading camp, which supports the Level 1 FSA third grade students in receiving intensive remediation in all areas of literacy. Finally, there is money allocated towards the professional development and purchase of resources for coaches in strategies to support struggling readers in the primary grades. Overall, 66% of the total allocation is used to support K-3 students identified with a substantial deficiency in reading.

School Literacy Leadership Teams

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

The School Literacy Leadership Team requirement is communicated to principals first at the Principals' Institute over the summer. The district provides principals with guidance on how to create school-based teams, assist in the creation of a meeting schedule, and how to focus the teams around key topics and data monitoring. The School Literacy Leadership Team requirement is further communicated by district supervisors via the Academic Services OneNote once the school year has begun.

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

The roster for the School Literacy Leadership Teams is communicated via an upload to a SharePoint folder assigned to Tracie Bergman, Executive Director, Literacy.

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

The District's Literacy Team is responsible for supporting and monitoring all School Literacy Leadership Teams and ensuring compliance. Supervisors are organized by grade level bands and support the school teams through PLC guidance and planning, professional development, providing school-wide progress monitoring data to schools, and supporting schools in the analysis of data. The Literacy Leadership Team Rosters are shared with Regional Superintendents allowing them the opportunity to provide additional supports during routine school visits and school leadership data chats. Each month at the Literacy coach meetings, as well as Lead, Subject Area Leadership (SAL), and Department Head (DH) meetings, topics of study around content knowledge and pedagogy are shared. Literacy leaders work together to take this information to develop short, mini-workshops to share with their site based Literacy Leadership Teams to help drive the work and bring consistency across schools.

Professional Development

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

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

Professional Development will be provided this year in the following areas:

*The B.E.S.T. Standards, Phase I-Awareness: Teachers in grades K-3 will receive an intensive standards study to to prepare for the 2021-2022 school year. Participants will study each strand of the standards, and discuss the ELA Expectations (EE's), vertical progressions, and stacking. They will also take an in-depth look at the foundational skills to build their understanding of the continuums presented within.

*The B.E.S.T. Overview: This 2-hour introduction course will be provided to all administrators, teachers and coaches in grades k-12 to build background around the new standards including the rationale behind their creation, the content held within, the implications for instruction, and the science of reading.

*The B.E.S.T. Standards-Phase II-Implementation: This 24-hour course will be provided to all coaches and leads in grades K-5 with the goal of building understanding around the science of reading and it's connection to the key components of reading: Oral Language and Listening Comprehension, Phonological Awareness, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension and Writing. This training will be offered in modules and will be centered around the science behind each component, instructional routines, including those designed to meet the needs of both struggling and advanced learners, a look at the practice in the classroom, and finally assessment and progress monitoring to support data-driven decision making and small group instruction.

*Rhetoric and Literary Periods: This training is provided to our middle school teachers and coaches to help build content knowledge around the B.E.S.T. standards and how they drive the content and texts read in the classroom.

*Literary Periods and Rhetoric Appeals: This training is provided to our high school teachers and coaches to help build content knowledge around the B.E.S.T. standards and how they drive the content and texts read in the classroom.

*Training in Multisensory Approaches: These strategies will be embedded into PD for both Wonders and SIPPS at the elementary level. Secondary will also begin to offer foundational skills training aligned to the science of reading to all reading teachers. ESE/ESOL strategies will be embedded into all training to ensure all student needs are met.

*Demonstration Classrooms: The district has a process in place to determine demonstration classrooms in conjunction with the regional superintendents. Demonstration classrooms are determined by a data review at both the school and district level and through an application and walkthrough process. Mentor teachers are then videoed and lessons are shared across the district, with opportunity for other teachers to visit as well.

*PLC/Planning time: The district team offers grade-level PLC time to analyze data as well additional time to dig into content and assist with planning. Data tools are shared, modeled, and used with teachers to help drive small group instruction. Master schedules are reviewed during the spring to ensure all schools have common planning built into their schedule. Schools, based on data, may receive district support for planning and to support teachers' and students' needs.

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 are shared with principals first through written communication containing all PD offerings at the district level. It is then further communicated to principals, APs, coaches, leads, SALs, and DHs at monthly meetings, and shared with teachers in Academic Services OneNote. Professional Development offerings are also listed in our online system. Attendance sheets are made available to principals and regional superintendents as needed.

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

Regional Superintendents, in conjunction with the Academic Services team, are responsible for monitoring and supporting the professional development requirements and ensuring teachers attend.

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 review of all schools that met this criteria was held by the Executive Director of Literacy, Director of Title One, and Chief of Transformation. Sites were identified by their status in the Differentiated Accountability categories of comprehensive support and improvement, targeted support and improvement, and/or Lowest 300 designation. All schools are tiered within the district and based on this review Reading Coaches are allocated to schools with the highest needs. In order to hold the position of Literacy Coach, a person must be either reading endorsed or reading certified as per their Florida certificate.

The work of the Site-based Coach includes coaching cycles, planning, side-by-side teaching, modeling of whole group instruction, modeling of small group differentiated instruction, analyzing data, and selecting appropriate materials for remediation. The district team monitors the impact of coaches and the growth of students with i-Ready Diagnostic Assessments for grades K-5 and Achieve3000 for grades 3-10. These assessments take place in the Fall, Winter and Spring of the year. The team also carefully monitors the progress of Tier 2 and 3 students at each school to ensure the lowest performing students are making accelerated progress. As new data is made available, schools are identified and coaches are reassigned to those with the greatest need. The intent is for coaches to be responsive to current/fresh data and support the key shifts of literacy instruction. The work of coaches is determined by the Academic Services Department, in particular the Literacy Supervisors, in collaboration with school-based leadership.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploadedx

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 uploadedx

If yes, please complete the next section:

How are these requirements being communicated to principals?

The requirements of coaches are shared with principals as a part of the unit allocation process. Before allocating the unit, the job description of a literacy coach (updated this year) is shared with principals to ensure they understand the role of the coach and are able to utilize the coach as such within their staffing model. Regional Supervisors also revisit the role of the coach during their visits with schools and share any concerns with the district Literacy Team.

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

The district is focusing its coaching work around Jim Knight's Impact Cycle. This Impact Cycle provides coaches a structure to work with teachers in a true collaborative growth model, as opposed to a directive model. This models a three part cycle: Identify, Learn and Improve, and is heavily based upon the context of data driven coaching. Teachers, with support from the coach, identify an area for growth or a problem of practice. From there, practices to support this area are studied, practiced and improved upon in a collaborative manner through the use of the coaching cycle. Data is collected and studied and next steps determined until the desired results in student performance occur. This work connects directly with coaches and teachers alike setting goals and developing clear plans for accomplishing them.

Some Key Elements for Coaches include:

- *Interact and dialogue with teachers as partners
- *Guide teachers to identify emotionally compelling, measurable, and student-focused goals
- *Set coaching goals, plan strategies, and monitor progress for optimal impact
- *Use documentary-style video and text-based case studies as models to promote maximum teacher clarity and proactive problem solving
- *Streamline teacher enrollment, data collection, and deep listening

In doing this deep learning work alongside teachers, the current reality of instruction in the classroom will shift, leading to better outcomes for students.

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

The District Literacy Team, in conjunction with the Title One Office and Professional Development Office, supports and monitors coaches' time and tasks. This work begins during the Coach Academy held over the summer where coaches receive training around the role of the coach within an 80/20 model (80% of time being spent in direct support of teachers, with 20% of time spent on other responsibilities). Coaches learn different ways to support teachers through planning, modeling, co-teaching, and data conversations, and collaborate on the different ways these structures could fit into the regular school day. Coaches also learn about the Title One and K-12 CERP reporting requirements, review their job description, and understand the importance of logging their time and tasks weekly.

Literacy coaches receive specific training on the work of Jim Knight and the Impact Cycle from district supervisors, and work within their grade level bands to develop an understanding of key practices that could be developed into an instructional playbook for teachers that could then be expanded within a coaching cycle. In addition, coaches are trained on change management systems and develop an understanding of how different teachers perceive new standards and content as we begin to shift practices and beliefs to align more with the science of reading. It is the expectation that coaches take this work back to their sites and develop the rapport and relationships needed with teachers to support this work.

Monthly support is provided with follow up PD at coach meetings. Additional collaborative sessions are offered weekly with coaches and Leads, SALs, and DHs to support their work in supporting teachers. Feedback is provided to coaches by the supervisors, principals and regional superintendents during regular visits.

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

Each week coaches submit their coaching logs through a shared Power BI system. District supervisors, administrators, and regional superintendents have an opportunity to review logs and provide feedback. The reported data is filtered by school, task, grade level, and subject, providing a comprehensive look at the work a coach does across the week. Activities such as planning, data analysis, modeling, coaching conversations, assessment, and office tasks are all able to be logged. Impact data is shown by connecting the coach with the schoolwide progress monitoring data. Data chats are held with coaches by district supervisors and regional superintendents to support their work and ensure they are having the best success possible with teachers and students.

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

When it becomes apparent that coaches are struggling with the 80/20 time frame and aligning their tasks to the Just Reads Florida Model, the first step is to notify the regional superintendent that there is problem. The district supervisor will have a conversation with the coach and hear from him/her what the situation is at the school. Then, in collaboration, the supervisor and regional superintendent discuss the issue with principal and meet with both parties together to discuss and document an action plan. The first step is to discuss and remove barriers; duty rosters, substitutes, absences, etc. can hinder a coach from being in classrooms and working with teachers. A problem solving conversation must happen collaboratively to ensure that barriers are removed before moving forward. Next is a discussion of needs. Whether it be PD and content building, training in adult learning strategies, or the need to see a more experienced coach in action or have a coach work with them, these options can be provided in the plan. The final piece of the plan includes both short term and long term outcome measures, and evidence to support short term goals.

Oftentimes within schools coaches are required to support small groups of students outside of a coaching realm or to work with the most struggling teachers onsite. It is important that coaches are able to streamline their work to be able to build capacity in a school by using data to determine where they can get the most powerful, lasting results; whether that be through providing schoolwide PD, working with an instructional leadership team on a specific practice to expand its use school wide, working with teachers in planning and then setting up demonstration and fishbowl lessons at the school site to promote collaboration, or providing data tools to teachers and supporting their use with teachers so they can confidently utilize data to drive small group instruction. Part of the role of district supervisors is to assist coaches with understanding data, both quantitative and qualitative, and using it to implement the problem solving process.

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	students in grades k-5	Diagnostic	Phonological Awareness, Vocabulary, Comprehension	3 x A Year
FSA	students in grades 3-10, and Level 1/2 11th and 12th	Summative	Comprehension	Annually
easy CBM	Tier 3 elementary students grades k-5	Screeners	Phonics, Fluency, Comprehension	2 x A Month
FLKRS	kindergarten	Screeners	Phonological Awareness, Phonics, Vocabulary	Annually
Wonders Unit Assessments	students in grades k-2	Formative Assessment	Comprehension	Quarterly
Wonders Screeners and Diagnostics for foundational skills (by McGraw Hill)	students in grades k-2	Screeners, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
BrightFish	students in grades 6-12 enrolled in a reading class	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
NEWSELA	Students in intensive Reading in grades 6-10	Progress Monitoring	Vocabulary, Comprehension	3 x A Year

District-Level Monitoring - Part B

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

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

The district literacy team is ultimately responsible for providing plan implementation oversight, support and follow up. The team works closely with the leadership in Academic Services as well as with the Transformation Network and the School Leadership Division to ensure there is a clear vision towards implementation. Data is reviewed regularly at data chats each quarter and the literacy team works with regional superintendents, school leaders and coaches to tighten processes, support areas of need, and plan next steps based on data.

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

The district's foundational skills program comes from Wonders, by McGraw Hill as a part of the core curriculum. Wonders is highly rated on Ed Reports and has been recognized in WWC/ESSA evidence studies with an effect size over .20. The program itself has structured routines that allow for explicit instruction followed by guided and independent practice complete with opportunities for teacher and peer-to-peer feedback. The phonics continuum presented in Wonders aligns to the B.E.S.T. standards

and all components of the foundational skills are addressed with opportunities for maintenance, remediation, and enrichment within a small group setting. The research behind the instructional model presented in Wonders clearly aligns to that of the science of reading, as there is a clear connection between the words students learn to decode and encode and the content with which they are reading. The content presented also aligns to that in the WWC practice guides in terms of developing awareness of the segments of sounds in speech and how they link to letters, teaching students to decode words, analyze word parts, and write and recognize words, and ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

The district ensures reading instruction is evidence-based first by having high quality instructional materials in front of students. In addition to Wonders in grades K-5, StudySync, also by McGraw Hill, was recently adopted for 6-12 and is also highly rated on Ed Reports. Instruction in K-12 includes evidence-based practices such as close reading opportunities with teacher scaffolding, emphasis on building background knowledge and connecting information across multiple texts, reading culturally relevant, reflective texts around multiple and diverse populations, connections between reading and writing, and various modes of presentation including read aloud, shared reading, independent reading and close reading. Texts presented to students are at the appropriate level of complexity and students are provided opportunities to read, think, talk, and write about these texts. The district literacy team creates instructional guides to assist teachers in implementing the curriculum and provides guidance and suggestions as to what practices best fit in certain aspects of the units of study. The team, along with regional superintendents, supports schools with implementation and monitoring. Opportunities for district-wide planning sessions, support of school based coaches in planning protocols, and PLC time to review students work and data, are all provided to support schools in implementing research-based instruction. Finally, literacy coaches ensure all instruction is evidence-based through job embedded PD, facilitation of planning and PLC sessions, and coaching cycles.

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

The district's instructional frameworks were created to provide teachers with a structure to provide small group instruction. The frameworks list the time, curricular material, and assessment to support teachers in knowing how to use formative assessments within their block. In addition, the district provides guidance through an instructional resource map and decision making trees to help guide teachers in using relevant data appropriately to differentiate. Assessment opportunities such as unit assessments, mastery assessments, checks for understanding, and progress monitoring tools are built into the instructional guides to support teachers in collecting relevant, on the spot data to use to plan for appropriate differentiated instruction. Administrators and teachers are also provided guidance to interpret the data in accordance to our tiered chart to know the level of intensity at which to provide this instruction. Data chats are conducted quarterly with regional superintendents so they may best assist schools with using the data to plan for instruction. i-Ready is used in the elementary level, and teachers and school leaders are trained to pull and review diagnostic data, student lesson completion data, and performance data to form small groups based on scores using materials from the Toolbox. The district also utilizes NewsELA and district created progress monitoring assessments at the elementary, middle and high school levels and provides support to teachers and school leaders on understanding how different reports can be used to guide students around their work in grade level text. Reports such as the standards report and item analysis are used in PLC sessions to assist in identifying which texts and questions should be used to guide students' work. In addition, schools are provided item analysis and standards analysis reports on all district-made and curricular unit assessments, along with action planning tools to support this work. Finally, district literacy supervisors provide weekly collaborative PLC sessions to support teachers and coaches in lesson planning and digging into data.

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

The elementary ELA instructional block integrates social studies into learning. Students are taught to read both primary and secondary source documents aligned to content standards with a specific purpose in mind. They learn how to make inferences, synthesize information, form opinions and explain their thinking. This is done through various collaborative structures including those aligned to Kagan and Avid. Students are asked to integrate texts in social studies and then take them to writing. In addition, teachers have been trained on Academic Talk Moves, which gives teachers specific strategies they can use across content to help students delve into text.

The literacy team collaborates with content areas in the use of Newsela, providing content rich reading material that can easily be integrated into content classes to provide additional text sets to help drive student discussion in the classroom. Furthermore, teachers, coaches, and administrators received training directly from Doug Fisher on collaborative structures and engaging students in various activities that give each student a voice in a text-based discussion.

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

The district has several ways to address concerns. First, the literacy team meets monthly with regional superintendents to discuss school trends and create solutions to common challenges. Second, district supervisors and coaches visit schools on a daily basis and work with the coaches and school administrators at the sites. During these work sessions, concerns are addressed and plans are created to have better outcomes for students. Finally, the literacy team works closely with coaches and seeks their input and ideas to ensure the plan is best meeting the needs of the students. District supervisors also host weekly drop-in sessions for teachers to address their concerns with the district team.

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 district literacy team meets weekly to discuss and review elements of the K-12 Reading Plan as well as review data, coach log reports, information from school visits, and input from schools. During these discussions, edits are made to the plan and adjustments are made to schools' coaching coaching support as needed. The district literacy team offers weekly drop-in support sessions to teachers and coaches and seeks input from these participants on the initiatives and practices outlined in the plan. In addition, surveys are sent out to coaches to gather ongoing feedback and determine PD needs based upon school-wide data, both quantitative and qualitative. In addition, the literacy team participates in data chats and PLC conversations with regional superintendents to see how elements of the plan can best be implemented or strengthened to meet the needs of schools. For initiatives and data not showing success, the district team has developed action plans to address these and make improvements. These action plans include specific next steps and measurable goals to help guide practice to ensure improved outcomes. Throughout the school year, the district team will continue to engage administrators, coaches, and teachers across all grade level bands, as well as those teaching ELL and ESE and those supporting Transformation Schools, in conversation and gather feedback to inform the continued development of the plan.

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 uploadedx

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?

Principals were trained on TNTP's Opportunity Myth and the Four Principles of Excellent Instruction, which includes key elements in our K-12 Reading Plan that help guide principals in their weekly walkthroughs. The purpose of this training and tool are to support principals in determining trend data in their schools as they walk through ELA classrooms. In addition, the district utilizes School City to house district data, as well as the i-Ready and Newsela platforms. Principals are able to access this data and create various spreadsheets and data tools based upon on it to keep track of student performance. Principals are provided guidance with data chat forms to use both at the school level and classroom teacher level. Training is provided to principals on the MTSS process with a focus on the decision trees and MTSS resource map for use in identifying appropriate and specific supports for students. At the secondary level, principals are provided guidance on the use of progress monitoring data to schedule students appropriately into classes. District literacy supervisors review the schedules of the students and work with administrators at the school sites to ensure correctness. Principals meet regularly with regional superintendents to discuss school data, and coaches provide support in this arena. Principals also participate in Leading Efficiently by Continuous Analysis and Data-Driven Decisions (LEAD) meetings with the Superintendent and his Cabinet to share data, action plans and immediate next steps. Feedback to principals is provided at this meeting.

Who at the district level supports effective implementation?

The district literacy team and regional superintendents work together to support successful, effective implementation of the K-12 Reading Plan across all of our schools.

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

Areas for improvement are identified collaboratively by the district literacy team and regional superintendents. This is done first through collaboration with school leaders, coaches, and district supervisors as they work together at the school site around the key practices and initiatives. The summary information from these visits is housed in the district's Power BI coach log allowing all with access to see the work and improvement occurring at the schools. Schools are tiered for support based upon FSA data, historical trends, diagnostic, and progress monitoring data. Once tiered, coaching supports are provided, and supervisors assigned to the schools to work with school teams on identifying trends and planning for next steps of support and action. One of the major goals of district coaches is to support the school-based coach in areas such as collaborative planning structures, data analysis, coaching cycles, and identifying school trends. The two work side-by-side to determine needs of the school and develop a plan for improvement. The district literacy team also meets with the regional superintendents monthly to discuss school data, which leads to conversation around what schools need in terms of support for more effective implementation of the K-12 Reading Plan. This support may be in the form of materials, human resources, or PD related.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Principals were trained on TNTP's Opportunity Myth and the Four Principles of Excellent Instruction, which includes key elements in our K-12 Reading Plan that help guide principals in their weekly walkthroughs. The purpose of this training and tool are to support principals in determining trend data in their schools as they walk through ELA classrooms. In addition, the district utilizes School City to house district data, as well as the i-Ready and Achieve3000 platforms. Principals are able to access this data and create various spreadsheets and data tools based upon on it to keep track of student performance. Principals are provided guidance with data chat forms to use both at the school level and classroom teacher level. Training is provided to principals on the MTSS process with a focus on the decision trees and MTSS resource map for use in identifying appropriate and specific supports for students. At the secondary level, principals are provided guidance on the use of progress monitoring data to schedule students appropriately into classes. District literacy supervisors review the schedules of the students and work with administrators at the school sites to ensure correctness. Principals meet regularly with regional superintendents to discuss school data, and coaches provide support in this arena. Principals also participate in Leading Efficiently by Continuous Analysis and Data-Driven Decisions (LEAD) meetings with the Superintendent and his Cabinet to share data, action plans and immediate next steps. Feedback to principals is provided at this meeting.

Who at the district level supports effective implementation?

District literacy coaches, literacy supervisors, and regional superintendents all work together to support effective implementation.

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

Areas for improvement are identified collaboratively by the district literacy team and regional superintendents. This is done first through collaboration with school leaders, coaches, and district supervisors as they work together at the school site around the key practices and initiatives. The summary information from these visits is housed in the district's Power BI coach log allowing all with access to see the work and improvement occurring at the schools. Schools are tiered for support based upon FSA data, historical trends, diagnostic, and progress monitoring data. Once tiered, coaching supports are provided, and supervisors assigned to the schools to work with school teams on identifying trends and planning for next steps of support and action. One of the major goals of district coaches is to support the school-based coach in areas such as collaborative planning structures, data analysis, coaching cycles, and identifying school trends. The two work side-by-side to determine needs of the school and develop a plan for improvement. The district literacy team also meets with the regional superintendents monthly to discuss school data, which leads to conversation around what schools need in terms of support for more effective implementation of the K-12 Reading Plan. This support may be in the form of materials, human resources, or PD related.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

First, the creation of the instructional frameworks allow for the time and structure to provide small group instruction to students based upon data. The data tools used to measure the various components of core are clearly listed on the frameworks and training is provided to all district leadership and teachers at the start of the school year, with additional opportunities provided throughout the year. Principals are provided training in elementary on the MTSS process, while secondary administrators are trained around the scheduling guidelines to ensure students are placed in the correct level reading courses. In addition there is an online, asynchronous training provided to all members of school-based Problem Solving Leadership Teams. An intervention Resource Map aligned to area of deficiency with appropriate progress monitoring tools is provided to schools along with the decision trees. In addition, training is provided by both i-Ready and Newsela to teachers and administrators around using data and also using the programs to support evidence-based small group instruction. Resources are made readily available

in the online Academic Services OneNote to all schools, and support is made available by both the district literacy team and the district MTSS team. Implementation is monitored by school based leaders and coaches in data chats, as well as through the district literacy team and regional superintendents through walkthroughs.

Who at the district level supports effective implementation?

District Reading coaches, literacy supervisors, and regional superintendents all work together to support effective implementation.

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

Areas for improvement are identified collaboratively by the district literacy team and regional superintendents. This is done first through collaboration with school leaders, coaches, and district supervisors as they work together at the school site around the key practices and initiatives. The summary information from these visits is housed in the district's Power BI coach log allowing all with access to see the work and improvement occurring at the schools. Schools are tiered for support based upon FSA data, historical trends, diagnostic, and progress monitoring data. Once tiered, coaching supports are provided, and supervisors assigned to the schools to work with school teams on identifying trends and planning for next steps of support and action. One of the major goals of district coaches is to support the school-based coach in areas such as collaborative planning structures, data analysis, coaching cycles, and identifying school trends. The two work side-by-side to determine needs of the school and develop a plan for improvement. The district literacy team also meets with the regional superintendents monthly to discuss school data, which leads to conversation around what schools need in terms of support for more effective implementation of the K-12 Reading Plan. This support may be in the form of materials, human resources, or PD related.

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.

Due to FSA scores not being available until June 30, any student who is projected to be an FSA Level 1 based upon Achieve3000 and midyear data, any student listed as Tier 3 in third grade as per the decision tree, and any student that has not met the portfolio requirements at the end of the school year is eligible to participate in the Summer Reading Camp as of June 2021. The flow of the day includes opportunity for phonological awareness and phonics/decoding through our SIPPS program which is a multi-sensory program that provides students opportunity to learn the decoding, phonological awareness, phonics and fluency they may be missing through differentiated small group with explicit, direct teacher instruction. In addition, students engage in literacy-based strategies using a variety of texts aligned to weekly themes to help students build comprehension. Strategies taught include a close reading protocol involving reading once for understanding, and a second time to dig deeper into the text with a purpose tied to the standard, then a final time for integration and transfer. Students are asked to annotate the text, discuss the text with classmates in collaborative structures, and to write in response to the text. Students engage in a balanced literacy program through the day that includes read alouds with text above the students' level to promote listening comprehension as well as oral language using NewsELA, myON (digital library), and Ready LAFS materials (printed materials aligned to i-Ready). To ensure all teachers of the camp are both highly effective and reading endorsed/certified, certification information is included on the application and principals must sign off on the appraisal rating. Applicants not meeting both requirements are not given credit.

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

Will the district implement this option?

No

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

N/A

Attendance - Part B

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

Number of Students Attending Summer Reading Camp

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

1,200

Students who demonstrate a reading deficiency in grades K-2

0

Students who score Level 1 in grades 4-5

0

Percentage of Students Attending Summer Reading Camp

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

50%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

0%

Parent Support through a Read-At-Home Plan

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

The district has a contract with myON that allows all students to access many different titles across genres and levels. These texts include book projects, places for students to take notes and opportunity for parent and teacher feedback to the work. Each month myON supports a specific goal/contest and that information is shared with our teachers and families via our websites, social media and teacher newsletters. In addition MyOn sponsors many contests and activities to provide students opportunities to engage in reading during the summer, during longer breaks and in honor of various holidays. The Street Team also provides an at home connection to literacy each summer at our neediest summer school sites. The district partners with various community members to sponsor Literacy Fairs at locations across the HCPS community. These fairs, geared towards PK-3rd grade children, provide families with books, activity guides, and access to other community resources to support literacy. The literacy team also shares lessons on the district website supporting parents in helping their child at home, specifically with learning the foundational skills. The district also partners with the FACE program throughout the year to offer trainings for parents on ways to encourage reading and use other resources with which students are familiar, such as i-Ready and Newsela. In addition, curriculum partners from Newsela and i-Ready provide resources for schools to share with families to encourage usage. The literacy leadership team at the district is responsible for supporting and monitoring implementation.

Who at the district is responsible for monitoring this requirement?

The literacy leadership team at the district is responsible for supporting and monitoring implementation.

Assessment, Curriculum, and Instruction

Requirements - Part A

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

The district created an instructional frameworks to ensure that all elementary schools have a 90 minutes structured uninterrupted reading block. This was verified at master scheduling meetings with administrators and members of the Academic Services team, as well as regional superintendents. The district's foundational skills program comes from Wonders, by McGraw Hill as a part of the core curriculum. Wonders is highly rated on Ed Reports and has been recognized in WWC/ESSA evidence studies with an effect size over .20. The program itself has structured routines that allow for explicit instruction followed by guided and independent practice complete with opportunities for teacher and peer-to-peer feedback. The phonics continuum presented in Wonders aligns to the B.E.S.T. standards and all components of the foundational skills are addressed with opportunities for maintenance, remediation, and enrichment within a small group setting. The research behind the instructional model presented in Wonders clearly aligns to that of the science of reading, as there is a clear connection between the words students learn to decode and encode and the content with which they are reading. The content presented also aligns to that in the WWC practice guides in terms of developing awareness of the segments of sounds in speech and how they link to letters, teaching students to decode words, analyze word parts, and write and recognize words, and ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

The district ensures reading instruction is evidence-based first by having high quality instructional materials in front of students. In addition to Wonders in grades K-5, StudySync, also by McGraw Hill, was recently adopted for 6-12 and is also highly rated on Ed Reports. Instruction in K-12 includes evidence-based practices such as close reading opportunities with teacher scaffolding, emphasis on building background knowledge and connecting information across multiple texts, reading culturally relevant, reflective texts around multiple and diverse populations, connections between reading and writing, and various modes of presentation including read aloud, shared reading, independent reading and close reading. Texts presented to students are at the appropriate level of complexity and students are provided opportunities to read, think, talk, and write about these texts. The district literacy team creates instructional guides to assist teachers in implementing the curriculum and provides guidance and suggestions as to what practices best fit in certain aspects of the units of study. The team, along with regional superintendents, supports schools with implementation and monitoring. Opportunities for district-wide planning sessions, support of school based coaches in planning protocols, and PLC time to review students work and data, are all provided to support schools in implementing research-based instruction. Finally, literacy coaches ensure all instruction is evidence-based through job embedded PD, facilitation of planning and PLC sessions, and coaching cycles.

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

District literacy coaches, literacy supervisors, and regional superintendents all work together to support effective implementation.

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 elementary ELA instructional block integrates social studies into learning. Students are taught to read both primary and secondary source documents aligned to content standards with a specific purpose in mind. They learn how to make inferences, synthesize information, form opinions and explain their thinking. This is done through various collaborative structures including those aligned to Kagan and Avid. Students are asked to integrate texts in social studies and then take them to writing. In addition, teachers have been trained on Academic Talk Moves, which gives teachers specific strategies they can use across content to help students delve into text. Other aligned text sets that include relevant science topics and topics around the arts are also read by students and taken to writing performance tasks.

The literacy team collaborates with content areas in the use of Newsela, providing content rich reading material that can easily be integrated into content classes to provide additional text sets to help drive student discussion in the classroom. Furthermore, teachers, coaches, and administrators received training directly from Doug Fisher on collaborative structures and engaging students in various activities that give each student a voice in a text-based discussion.

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

District Reading coaches, literacy supervisors, and regional superintendents all work together to support effective implementation.

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

How does the district support and monitor implementation?

The district's instructional frameworks were created to provide teachers with a structure to provide small group instruction. The frameworks list the time, curricular material, and assessment to support teachers in knowing how to use formative assessments within their block. In addition, the district provides guidance through an instructional resource map and decision making trees to help guide teachers in using relevant data appropriately to differentiate. Assessment opportunities such as unit assessments, mastery assessments, checks for understanding, and progress monitoring tools are built into the instructional guides to support teachers in collecting relevant, on the spot data to use to plan for appropriate differentiated instruction. Administrators and teachers are also provided guidance to interpret the data in accordance to our tiered chart to know the level of intensity at which to provide this instruction. Data chats are conducted quarterly with regional superintendents so they may best assist schools with using the data to plan for instruction. i-Ready is used in the elementary level, and teachers and school leaders are trained to pull and review diagnostic data, student lesson completion data, and performance data to form small groups based on scores using materials from the Toolbox. The district also utilizes Newsela at the elementary, middle, and high school levels and provides support to teachers and school leaders on understanding how different reports can be used to guide students around their work in grade level text. Reports such as the standards report and skills report are used in PLC sessions to assist in identifying which texts and questions should be used to guide students' work. In addition, schools are provided item analysis and standards analysis reports on all district-made and curricular unit assessments, along with action planning tools to support this work. Finally, district literacy supervisors provide weekly collaborative PLC sessions to support teachers and coaches in lesson planning and digging into data.

Small group instruction is differentiated to ultimately assist students in meeting the demands of the standards. In elementary the district provides the i-Ready Toolbox materials, SIPPS, and Achieve3000 articles to support this instruction. Secondary also utilizes the materials built into their core Reading Program (PATHS) as well as Newsela resources. Additional evidence-based resources have also been purchased by the schools that support differentiated small group instruction such as

LLI, Heggerty, and Words their Way.

Implementation is monitored by school based leaders and coaches in data chats, as well as through the district literacy team and regional superintendents through walk throughs.

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

District reading coaches, literacy supervisors, and regional superintendents all work together to support effective implementation.

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.

First the district ensures all students have high quality instructional materials aligned to standards as per EdReports and other sources. The new core curriculums, Wonders in K-5 and Study Sync in 6-12, have instruction within that address all six components of reading. Next the district team created the instructional frameworks and aligned them to the Revised Formula for Success. Instruction begins with all students engaging in the Tier 1/Core curriculum that is aligned to the standards. In elementary, it consists of instruction within the foundational skills, vocabulary, comprehension and writing, while in secondary the English classes focus their work on vocabulary, comprehension and writing, and the Reading classes provide intensive support on skills connected primarily to vocabulary and comprehension. Foundational skills instruction is explicit and systematic, aligned to both the phonological awareness and phonics continuums, while providing opportunities for students to read connected text, work with high frequency words and practice both collaboratively and independently. Core reading and writing is provided through various instructional delivery models included interactive read aloud, shared reading, the gradual release model, close reading and independent reading. Students are scaffolded through questioning and chunking of text and provided opportunity to read, think, talk and write about text daily. Vocabulary is focused around Tier 2 words that will impact student

understanding of text and transfer across other texts. The instruction ranges from front loading to reading within text depending on the structure and purpose. Assessment is built into the core instruction to measure its effectiveness and impact on student learning through the use of unit assessments and formative assessments built within the lesson. The core is all built around text sets that connect reading and writing with an end task. A writing rubric is also used to assess student progress.

The instructional frameworks then provide opportunity for teachers to pull students into small groups. The district provides resources aligned to the core instruction to support student learning on specific skills and standards to that may be hindering progress. This includes using connected grade level text in small group to provide students with specific comprehension strategy and support as well as opportunity to build additional background knowledge, providing additional direct instructional support in the foundational skills, using decodable texts to build both foundational skills and fluency as well as differentiated lessons from both Wonders and i-Ready, supporting students through Brightfish in middle and High School, and giving students opportunities to practice in appropriate leveled text on their own or through Newsela and i-Ready. This data is monitored through the reports from the computer programs, data chats with students and review of student work.

The instructional frameworks also provide opportunity for more immediate, intensive intervention through additional small group instruction. ESE specialists, ELL supports and other interventionists as well as the classroom teacher utilize this time to assist students with specific instruction aligned to their needs. The resources used include LLI, Heggerty, SIPPS, i-Ready Toolkit, Brightfish, and Words their Way. Students are assessed more frequently with easyCBM measures.

How does the district support and monitor implementation?

The district trains teachers, coaches and administrators on the implementation of the frameworks throughout the summer and the start of the school year to ensure there is understanding around the materials, assessments, and instructional delivery models. Additional opportunities through drop in sessions and collaborative planning sessions with teachers and coaches assist teachers in developing understanding. In addition, the district has provided a resource map and guidance documents to support teachers and school leaders in identifying both the data points and the students needing additional intervention. District coaches and the literacy team go out to schools to support PLCs and discussion around student data and best practices. This team also walks campuses in conjunction with regional superintendents to monitor instruction, provide feedback on trend data and create action/support plans to develop next steps. To monitor students receiving Tier 2 and Tier 3 supports, the teacher, along with the PSLT, tracks intervention, teacher and progress monitoring information into a data base to support the MTSS/Problem solving process. This assists schools in ensuring that all Tier 3 students are correctly coded for the state monitoring and that all teachers working with these students are reading/endorsed.

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

District literacy coaches, literacy supervisors, and regional superintendents all work together to support effective implementation.

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:

K-12_Decision_Trees.pdf
<i>K-12 Decision Trees</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.

The district first identified key normed assessments that are also criterion referenced to administer to students districtwide three times per year. These assessments include i-Ready in K-5 and Newsela and FSA data in 6-12. This data, along with previous FSA testing data, provides an initial starting point in collecting data on students who score at the lowest benchmark level. Students scoring below the 15th percentile on i-Ready and students scoring in the lexile range mirroring and FSA Level 1 Bucket Range are targeted as being below expectations. A second data point is then included. In grades K-2 it includes the Wonders k-2 screening and diagnostic assessment, and in grades 3-5 it is the FSA score at the Level 1 or 2 range. Students with both an i-Ready Score below the 15th Percentile and a below expectation score on the K-2 Screener/Level 1/2 on Achieve are automatically identified as having a substantial Reading Deficiency. These students must receive intensive, immediate intervention outside of the 90 minute reading block. In middle and high School, FSA level 1, WITH the Level 1 Bucket 1 Achieve3000 score identifies students with a substantial reading deficiency. These students are automatically placed in an intensive reading course. Students in elementary are progress monitored regularly through both the administration of the growth assessments on i-ready, a look at the performance and task completion on their My PATH learning program and through additional progress monitoring assessments aligned to foundational skills that come from the Wonders progress monitoring assessments. These students are also progress monitored based upon their specific area of need on the screener and Wonders progress monitoring assessments using specific Easy CBM assessments. In grades 3-5, students are progress monitored the same way with i-Ready but also can use the Newsela program. Additional information can be drilled down from the skills and standards reports provided within the program. Easy CBM assessments are then used to further monitor students in alignment with their specific area of deficiency. Secondary grade levels use Newsela to monitor progress in the same way as well as Brightfish as both a Tier 3 intervention and progress monitoring program. Decision trees with this information listed is provided to all teachers, coaches and administrators to help guide their work with students and ensuring ongoing progress monitoring not only occurs but is tracked to determine an individual students' progress.

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.

Yes

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.

The 150 minute reading block is in place in all L300 schools. The 150 min block includes whole group and small group instruction. All teachers are following the read, think, talk, write model to ensure students are engaged in all components of the literacy cycle. The read, think, talk, write model provides opportunities for all students the time needed to process complex text, building a more equitable educational setting for students. Teachers are engaged in 30 minutes of whole group reading and 30 minutes of whole group writing instruction, leaving 90 minutes of time for small group differentiated learning time.

The intensive reading instruction includes an opportunity for students to access grade level complex text aligned to content area literacy through the use of the Achieve3000 program. This program has built in assessment and progress monitoring capabilities. It is adaptive to the students' current level and tracks them on a path to acceleration to ensure they have access to high quality, grade level complex text by the end of the year. Students are to complete 1-2 passages a week. In addition, teachers can pull texts from the program for small group instruction so that they can instruct students on strategies needed to grapple and comprehend text beyond the student's independent level. This is an evidence-based program and has been in districts across the state as a supplemental material to move student performance forward in reading. Another component of the intensive reading time is aligned towards the core instruction and re-engaging students with standards with which they may have shown difficulty. This is through the use of the supplemental materials in the i-Ready Online Teacher Toolbox. Resources such as the pre-requisite PDF's, resource PDF lessons, online videos reteaching subject area, specific vocabulary lessons and additional practice items are used to support students' growth in standards' mastery. This program, put out by Curriculum Associates, is evidence based and state approved and aligns directly with one of our Tier 1 measures, the i-Ready Diagnostic. For students needing additional support the SIPPS program, a comprehensive phonics program, is used to remediate students with gaps in their phonological awareness and fluency skills. Students are placed in a program level based on grade level and are progress monitored through Mastery Assessments. Eight of the district's L300 schools use the Expeditionary Learning (EL) curriculum, and within the extra hour, use the ALL and skills block, which includes differentiated instruction and practice in all areas of reading, in particular comprehension, fluency, vocabulary and language. Students are placed based upon their initial assessment data. Students are monitored through ongoing assessment and frequent monitoring with feedback from the teacher, and groups and lessons are adjusted according to this data review.

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

Teachers in the Lowest 300 are reading endorsed and rated effective or highly effective based on both principal review and growth data. L300 schools may also have a reading coach/resource teacher, depending on funding, that can push in to support both whole group and small group instruction during the

150 minute reading block. This is verified by our Reading Endorsement Team as well as school leadership and regional superintendents.

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.

The intensive instruction is provided through targeted small group instruction in all L300 schools. Students receive comprehension and vocabulary instruction through their teacher led group using resources from the Ready LAFS program and/or Achieve3000. This instruction aligns to grade level standards and is scaffolded so that students receive necessary support through questioning, conversation prompts, and writing. They then work on iReady if they are struggling in phonics or phonemic awareness or on Achieve3000 if their need is comprehension or vocabulary. Students needing support in phonics also receive instruction in the Challenge level of SIPPS. Because the group size of all rotations is no more than five, students are able to receive guided instruction and appropriate practice with ongoing monitoring and actionable feedback by the teacher. Nine of the district's L300 schools use the EL curriculum, and within the extra hour, use the ALL and skills block, which includes differentiated instruction and practice in all areas of reading, in particular comprehension, fluency, vocabulary and language. Students are placed in groups based upon their initial assessment data. Students are monitored through ongoing assessment and frequent monitoring with feedback from the teacher, and groups and lessons are adjusted according to this data review. Student work and data is studied by teams in PLCs. This is monitored by our coaches and administrators through our supervisors and Regional Superintendents.

Social studies and Science are integrated into the ELA block. The district's social studies team works closely with the ELA team to ensure the instructional guides include social studies resources that align to the content and standards of reading. In addition, the writing prompts are based upon the social studies texts so that students are writing in response to nonfiction, social studies text. Additional texts from Ready LAFS or Newsela are aligned to the science content are also used as a part of the teacher led and independent small group rotation. The small group rotations follow the read, think, talk write model recommended by Ready LAFS to allow students time to read texts multiple times, collect their thinking in graphic organizers, and discuss and write short responses. These texts may also be extended into writing time for extended writing responses. In addition to texts, students are asked to explain various scientific diagrams, mathematical graphs and drawings, and various charts and maps to help them comprehend text. In addition, teachers are utilizing Newsela and Common Lit to access text and text sets that align with content area standards. The eight EL schools utilize units that align to core content knowledge, connecting to science, STEM and social studies standards. During the intensive reading instruction hour, students are provided an opportunity to read additional texts at their instructional and independent levels aligned to this core knowledge, discuss these texts collaboratively with teacher and peers, and write in response to reading through graphic organizers, short and extended responses and essays.