

# Nassau County 2020-2021 District K-12 Comprehensive Evidence-Based Reading Plan Template

## Contact Information

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education's (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

	Name	Title	Email	Phone
Main District Reading Contact	Kristi Simpkins	Executive Director of Curriculum and Instruction	<a href="mailto:simpkinskr@nassau.k12.fl.us">simpkinskr@nassau.k12.fl.us</a>	904-491-9987
Responsibility	Name	Title	Email	Phone
Elementary ELA	Kristi Simpkins	Executive Director of Curriculum and Instruction	<a href="mailto:simpkinskr@nassau.k12.fl.us">simpkinskr@nassau.k12.fl.us</a>	904-491-9987
Secondary ELA	Natasha Drake	Director of Secondary Education	<a href="mailto:drakena@nassau.k12.fl.us">drakena@nassau.k12.fl.us</a>	904-491-9900
Reading Endorsement	Tia Brown	Director of Professional Development	<a href="mailto:brownti@nassau.k12.fl.us">brownti@nassau.k12.fl.us</a>	904-491-9900
Reading Curriculum	Kristi Simpkins	Executive Director of Curriculum and Instruction	<a href="mailto:simpkinskr@nassau.k12.fl.us">simpkinskr@nassau.k12.fl.us</a>	904-491-9987
Professional Development	Tia Brown	Director of Professional Development	<a href="mailto:brownti@nassau.k12.fl.us">brownti@nassau.k12.fl.us</a>	904-491-9900
Assessment	Pam McBee	Coordinator of Student Services	<a href="mailto:mcbeepa@nassau.k12.fl.us">mcbeepa@nassau.k12.fl.us</a>	904-491-9900
Data Element	Kari Burgess-Watkins	Director of Instructional Technology	<a href="mailto:burgesska@nassau.k12.fl.us">burgesska@nassau.k12.fl.us</a>	904-491-9900
Summer Reading Camp	Kristi Simpkins	Executive Director of Curriculum and Instruction	<a href="mailto:simpkinskr@nassau.k12.fl.us">simpkinskr@nassau.k12.fl.us</a>	904-491-9900
3 <sup>rd</sup> Grade Promotion	Kristi Simpkins	Executive Director of Curriculum and Instruction	<a href="mailto:simpkinskr@nassau.k12.fl.us">simpkinskr@nassau.k12.fl.us</a>	904-491-9987

## Plan Information

*How is the district communicating the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders?*

This plan was collaboratively developed by our District Literacy Leadership team. Our Literacy team includes district staff from Curriculum, ESE/Student Services, as well as principals, assistant principals and reading coaches. Once the plan has been approved, the plan will be shared digitally with all district and school-based administrators and reading coaches. Administrators will share the plan with teachers during faculty meetings. The plan will be posted on our district website.

Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan  
Implementation as required by 6A-6.053(1)(a) F.A.C.

District-Level Leadership 6A-6.053(7) F.A.C.

**K-5**

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	<ul style="list-style-type: none"> <li>• Verbal response and retell</li> <li>• Verbal response and retell</li> </ul>	<ul style="list-style-type: none"> <li>• (K-5) Next Step Guided Reading Assessment-Diagnostic, Progress Monitoring</li> <li>• Fountas and Pinnell (LLI)-Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• One on One Face to Face</li> <li>• One on One Face to Face</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly</li> <li>• Ongoing</li> </ul>
<i>Phonological awareness</i>	<ul style="list-style-type: none"> <li>• Identify, segment, blending, manipulating syllables and sounds</li> <li>• Identify, segment, blending, manipulating syllables and sounds</li> <li>• Identify, segment, blending, manipulating syllables and sounds</li> <li>• Identify, segment, blending, manipulating syllables and sounds</li> </ul>	<ul style="list-style-type: none"> <li>• (K-2) Lexia Core 5- Diagnostic, Progress Monitoring</li> <li>• STAR Early Literacy/ STAR-Diagnostic, Progress Monitoring</li> <li>• Fountas and Pinnell (LLI)-Progress Monitoring</li> <li>• i-Ready- Diagnostic, Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Technology</li> <li>• One on One Face to Face</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Three times a year</li> <li>• Ongoing</li> <li>• Three times a year</li> </ul>
<i>Phonics</i>	<ul style="list-style-type: none"> <li>• Knowledge of letter sound correspondence in reading and spelling, pattern recognition of syllable types, simple spelling</li> <li>• Knowledge of letter sound correspondence in reading and spelling, pattern recognition of syllable types, simple spelling</li> <li>• Knowledge of letter sound correspondence in reading and spelling, pattern recognition of syllable types</li> </ul>	<ul style="list-style-type: none"> <li>• (K-2) Lexia Core 5- Diagnostic, Progress Monitoring</li> <li>• STAR Early Literacy/ STAR-Diagnostic, Progress Monitoring</li> <li>• Fountas and Pinnell (LLI)-Progress Monitoring</li> <li>• i-Ready- Diagnostic, Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Technology</li> <li>• Technology</li> <li>• One on One Face to Face</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> <li>• Three times a year</li> <li>• Ongoing</li> <li>• Three times a year</li> </ul>

	<ul style="list-style-type: none"> <li>● Knowledge of letter sound correspondence in reading and spelling, pattern recognition of syllable types</li> </ul>			
<i>Fluency</i>	<ul style="list-style-type: none"> <li>● Analysis of sentence structure, times silent reading</li> <li>● Oral Reading Fluency Rate, Accuracy Rate</li> <li>● Estimated Oral Reading Fluency Rate</li> <li>● Oral Reading Fluency Rate, Accuracy Rate</li> <li>● Oral Reading Fluency Rate</li> </ul>	<ul style="list-style-type: none"> <li>● (K-2) Lexia Core 5- Diagnostic, Progress Monitoring</li> <li>● (K-5) Next Step Guided Reading Assessment-Diagnostic, Progress Monitoring</li> <li>● STAR Early Literacy/ STAR-Diagnostic, Progress Monitoring</li> <li>● Fountas and Pinnell (LLI)-Progress Monitoring</li> <li>● i-Ready- Diagnostic, Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>● Technology</li> <li>● One on One Face to Face</li> <li>● Technology</li> <li>● One on One Face to Face</li> <li>● Technology</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing</li> <li>● Quarterly</li> <li>● Three times a year</li> <li>● Ongoing</li> <li>● Three times a year</li> </ul>
<i>Vocabulary</i>	<ul style="list-style-type: none"> <li>● Word learning strategy, vocabulary exposure, awareness of word relationships/associations</li> <li>● Vocabulary development</li> <li>● Vocabulary development</li> <li>● Word learning strategy, vocabulary exposure, awareness of word relationships/associations</li> <li>● Vocabulary development</li> </ul>	<ul style="list-style-type: none"> <li>● (K-2) Lexia Core 5- Diagnostic, Progress Monitoring</li> <li>● (K-5) Next Step Guided Reading Assessment-Diagnostic, Progress Monitoring</li> <li>● STAR Early Literacy/ STAR-Diagnostic, Progress Monitoring</li> <li>● Fountas and Pinnell (LLI)-Progress Monitoring</li> <li>● i-Ready- Diagnostic, Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>● Technology</li> <li>● One on One Face to Face</li> <li>● Technology</li> <li>● One on One Face to Face</li> <li>● Technology</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing</li> <li>● Quarterly</li> <li>● Three times a year</li> <li>● Ongoing</li> <li>● Three times a year</li> </ul>
<i>Comprehension</i>	<ul style="list-style-type: none"> <li>● concrete and abstract level understanding, application of higher order thinking</li> <li>● Individual reading level/Lexile, target skill area of need</li> <li>● instructional reading level, zone of proximal development, grade equivalent, percentile rank to national norm</li> <li>● Individual reading level, close reading, comprehension strategies</li> </ul>	<ul style="list-style-type: none"> <li>● (K-2) Lexia Core 5- Diagnostic, Progress Monitoring</li> <li>● (K-5) Next Step Guided Reading Assessment-Diagnostic, Progress Monitoring</li> <li>● STAR Early Literacy/ STAR-Diagnostic, Progress Monitoring</li> <li>● Fountas and Pinnell (LLI)-Progress Monitoring</li> <li>● i-Ready- Diagnostic, Progress Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>● Technology</li> <li>● One on One Face to Face</li> <li>● Technology</li> <li>● One on One Face to Face</li> <li>● Technology</li> </ul>	<ul style="list-style-type: none"> <li>● Ongoing</li> <li>● Quarterly</li> <li>● Three times a year</li> <li>● Ongoing</li> <li>● Three times a year</li> </ul>

	<ul style="list-style-type: none"> <li>Individual reading level/Lexile, target skill area of need</li> </ul>			
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**6-12**

<b>Progress Monitoring Tool</b>	<b>What data is being collected?</b>	<b>Assessment type</b> (e.g., screener, diagnostic, progress monitoring/formative, summative)	<b>How is the data being collected?</b>	<b>How often is the data being collected?</b>
6-8 Lexia	<ul style="list-style-type: none"> <li>Word study- letter patterns, sounds and meaning, spelling patterns, syllables</li> <li>grammar- parts of speech, parts of sentences, capitalization and punctuation,</li> <li>comprehension- building comprehension skill knowledge (informational and literacy)</li> </ul>	(6-8) Lexia Power UP- diagnostic, progress monitoring	Technology	Ongoing
Benchmark Assessment System (LLI)	Oral reading fluency rate and accuracy, vocabulary development, and comprehension	LLI- diagnostic, progress monitoring tool	One to One - face to face	Quarterly
STAR	Oral reading fluency, lexile level, percent and comparison to national norm, comprehension	Diagnostic, progress monitoring tool	Technology	3 times a year (beginning, middle, and end of year)
9-12 IXL	<ul style="list-style-type: none"> <li>Grammar- parts of speech, part of sentences, capitalization and punctuation, Comprehension-building comprehension skill knowledge (informational and literacy)</li> <li>Vocabulary Development - prefixes, suffixes, Greek and Latin roots, homophones,</li> </ul>	Diagnostic, progress monitoring tool	Technology	Ongoing

	<p>analogies, and context clues</p> <ul style="list-style-type: none"> <li>● SMARTscore determines mastery/proficiency by standard</li> </ul>			
USA Test Prep	<ul style="list-style-type: none"> <li>● Comprehension-building comprehension skill knowledge (informational and literacy)</li> </ul>	Diagnostic, progress monitoring, summative	Technology	Quarterly
FLDOE Adaptive Progress Monitoring Tool	<ul style="list-style-type: none"> <li>● Sample ISR to determine mastery/proficiency by skill/standard</li> <li>● Information text</li> <li>● Language Standards</li> <li>● Speaking and Listening Standards</li> <li>● Reading standards for literature</li> <li>● Comprehension – building comprehension</li> </ul>	Diagnostic, progress monitoring, summative	Technology	Two times a year

**K-12 Data Analysis and Decision-making as required by 6A-6.053(1)(b) F.A.C.**

<b>Data Analysis and Decision-making</b>				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>

<p>The data is reviewed three times a year by district and site based administration</p>	<p>Student progress monitoring data will be collected three times a year. Site based administrative and leadership teams meet to review and identify students with targeted needs. If an area of need is identified, monitoring will be increased, resources reviewed, and the relevant support will be provided.</p>	<p>Site-based administrators will collaborate with the Executive Director of Curriculum and Instruction and the Director of Secondary Education to analyze school data by grade band and individual classroom teacher. The district provides opportunities for site-based administrators to collaborate to identify county-wide data trends.</p>	<p>Concerns are discussed at School Action Plan visits and at monthly principal meetings and school walk-throughs.</p>	<p>The Executive Director of Curriculum and Instruction and the Director of Secondary Education are responsible for providing plan implementation oversight, support and follow up.</p>
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School Level Leadership 6A-6.053(8) F.A.C.

<b>Practice</b>	<b>Who ensures that the practice is informed by a specific purpose?</b>	<b>How is the purpose communicated?</b>	<b>How often is the data being collected?</b>	<b>How is the data being shared and by whom?</b>	<b>How often is the data being reviewed and by whom?</b>
Weekly reading walkthroughs by administrators	Site based administrators, Reading Coaches, Executive Director of Curriculum and Instruction, Director of Secondary Education	Faculty meetings, monthly principal meetings, principal walkthroughs	Weekly	The information is shared in faculty meetings, principal meetings, and grade/department team meetings by the site based administrators and reading coaches.	The data is reviewed monthly by site based administration, reading coaches, Directory of Secondary Education, and the Executive Director of Curriculum and Instruction.
Data chats	Site based administrators, Reading Coaches, Executive Director of Curriculum and Instruction, Director of Secondary Education	Weekly staff meetings, monthly principal meetings, principal walkthroughs	Monthly	The data is shared in faculty meetings, principal meetings, grade/department team meetings, individual teacher meetings by the site based administrators and the reading coaches.	The data is reviewed quarterly by site based administrators, reading coaches, Directory of Secondary Education, and the Executive Director of Curriculum and Instruction.
Reading Leadership	Site based administrators,	Leadership team meetings,	Quarterly	The data is shared in faculty meetings, principal meetings,	The data is reviewed quarterly by site based

Team per 6A-6.053(3) F.A.C.	Reading Coaches, ELA Department Chairs, Executive Director of Curriculum and Instruction, Director of Secondary Education	department team meetings, grade level meetings, principal meetings,		grade/department team meetings, individual teacher meetings by the site based administrators and the reading coaches.	administrators, reading coaches, Directory of Secondary Education, and the Executive Director of Curriculum and Instruction.
Monitoring of plan implementation	Site administrators, Reading Coaches, Department/Grade level Chairs	Leadership Team meetings	Quarterly	The data is shared in Department/ Grade level team meetings by the site based administrators.	The data is reviewed quarterly by site based administrators, reading coaches, Directory of Secondary Education, Executive Director of Curriculum and Instruction, and Department/Grade level chairs.
Other: (Specify)					

**Implementation and Progress-monitoring**

What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?	How will district leadership provide plan implementation oversight, support and follow-up?
Student progress monitoring data will be collected three times a year. Site based administrative and leadership teams meet to review all students within the lowest quartile and identify targeted needs. If an area of need is identified, monitoring will be increased, resources reviewed, and the relevant support will be provided.	Concerns are discussed at School Action Plan visits and at monthly principal meetings and school walk-throughs.	Action Plan meetings scheduled are scheduled three times a year at each school site. Individual support plans are created based on school needs.

Professional Development per 6A-6.053(4) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How often is it reported to the district and in what format?	To whom is it reported at the district?	Who at the district level is responsible for following up if the professional development requirement isn't happening?
Training in multisensory reading intervention	Monthly principal meetings; email correspondence	Sign in sheets, agendas	Quarterly face-to-face and/or email correspondence	Executive Director of Curriculum and Instruction Director of Secondary Education Director of Professional Development	Executive Director of Curriculum and Instruction Director of Staff Development Director of Secondary Education
Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth	Monthly principal meetings; email correspondence	Data chats, classroom walkthroughs/observations, sign in sheets, agendas	Quarterly face-to-face and/or email correspondence	Executive Director of Curriculum and Instruction Director of Professional Development	Executive Director of Curriculum and Instruction Director of Staff Development Director of Secondary Education
Identification of mentor teachers	Initial principal meeting; email correspondence	Data chats, conferences, meeting dates, teacher evaluations, leadership meetings	At the beginning of the school year face-to-face and/or email correspondence	Executive Director of Curriculum and Instruction Director of Secondary Education	Executive Director of Curriculum and Instruction Director of Secondary Education
Establishing of model classrooms within the school	Monthly principal meetings; email correspondence	Classroom walkthroughs/observations, data chats, use of reading coaches	Monthly face-to-face and/or email correspondence	Executive Director of Curriculum and Instruction Director of Secondary Education	Executive Director of Curriculum and Instruction Director of Secondary Education
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Monthly principal meetings; email correspondence	Calendar of scheduled events, agendas	Monthly face-to-face and/or email correspondence	Executive Director of Curriculum and Instruction Director of Secondary Education	Executive Director of Curriculum and Instruction Director of Secondary Education



## Instruction

K-5 Uninterrupted 90 minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.

<b>Requirement</b>	<b>How is it communicated to principals?</b>	<b>How is it monitored by principals?</b>	<b>How is it reported to the district?</b>	<b>To whom is it reported at the district?</b>	<b>How often is it reported to the district?</b>
Whole group instruction utilizing an evidence-based sequence of reading instruction	Monthly principal meetings; email correspondence	Classroom walkthroughs/observations, school and class schedules, lesson plans	face-to-face and/or email correspondence	Executive Director of Curriculum and Instruction	monthly
Small group differentiated instruction in order to meet individual student needs	Monthly principal meetings; email correspondence	Classroom walkthroughs/observations, school and class schedules, lesson plans	face-to-face and/or email correspondence	Executive Director of Curriculum and Instruction	monthly

## Budget per 6A-6.053(2) F.A.C.

How is the district prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds?

These students are identified and monitored by not only the classroom teacher but the school reading coach. Reading coach and classroom teacher collaborate regularly to analyze student progress monitoring data and share best practices for individual student needs. Students are able to participate in tutoring programs before, during, and after school.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	
District expenditures on reading coaches assigned to elementary schools	549700.00
District expenditures on reading coaches assigned to secondary schools	0.00
District expenditures on intervention teachers assigned to elementary schools	0.00
District expenditures on intervention teachers assigned to secondary schools	0.00
District expenditures on supplemental materials or interventions for elementary schools	6190.00
District expenditures on supplemental materials or interventions for secondary schools	0.00
District expenditures on reading coaches assigned to elementary schools	0.00
District expenditures on reading coaches assigned to secondary schools	0.00
District expenditures on professional development	75000.00
District expenditures on helping teachers earn the reading endorsement	0.00
District expenditures on summer reading camps	0.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0.00
Flexible Categorical Spending	0.00
Sum of Expenditures	630890.00
Amount of District Research-Based Reading Instruction Allocation	630890.00

## Summer Reading Camp

All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. An addendum will be sent out the last week of August 2020 requesting specific information.

What evidence-based instructional materials are being used for Summer Reading Camp?

i-Ready (Ready Florida LAFS) promising evidence

<https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-Ready-meets-ESSA-Federal-Funding-Requirements.aspx>

i-Ready Tools for Instruction promising evidence

<https://www.curriculumassociates.com/products/i-ready/meets-essa-evidence-based-requirements>

STAR (Reading Renaissance) strong evidence

<https://doc.renlearn.com/KMNet/R61323.pdf>

Saxon Phonics strong evidence <https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>

Leveled Readers(Journeys Basal Curriculum Resource) strong evidence

<https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>

Will students in grades other than 3 be served also? Yes  No  X

If yes, which grade levels? \_\_\_\_\_

## Reading Allocation Literacy Coaches

Minimum Qualifications per 6A-6.053(6)(d) F.A.C.:

Coaches must meet the following criteria:

- reading endorsement or reading certification
- 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
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information.

What problem-solving method was used to determine which schools have the greatest need based on student

We analyzed 2018-2019 school grades. We have 11 "A" rated schools and 2 "B" rated schools. All schools are high performing. We have placed reading coaches in all of our elementary and middle schools.

performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts)

How have you communicated to principals, coaches, teachers, and district staff that coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are to spend limited time administering or coordinating assessments?

Who is monitoring whether that is adhered to? Whom do coaches go to with concerns if these requirements are not followed?

Face-to-face meetings, email correspondences, checking of reading coach schedule, reminders/check-ins throughout the year

Executive Director of Curriculum Instruction, Site Based Administrators

**Coaching Model per 6A-6.053(6)(b) F.A.C.**

Is your district using the Just Read, Florida! coaching model? Yes  No

If you checked no, please complete and submit the Alternative Coaching Model document.

If you checked yes, please fill out the following chart:

<b>Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.</b>				
<ul style="list-style-type: none"> <li>● Provide professional development on the following:                             <ul style="list-style-type: none"> <li>○ the major reading components, as needed, based on an analysis of student performance data</li> <li>○ administration and analysis of instructional assessments</li> <li>○ providing differentiated instruction and intensive intervention</li> </ul> </li> <li>● Model effective instructional strategies for teachers</li> <li>● Facilitate study groups</li> <li>● Train teachers in data analysis and using data to differentiate instruction</li> <li>● Coach and mentor colleagues</li> <li>● Provide daily support to classroom teachers</li> <li>● Work with teachers to ensure that evidence-based reading programs are implemented with fidelity</li> <li>● Help to increase instructional density to meet the needs of all students</li> <li>● Help lead and support reading leadership teams at their school(s)</li> <li>● Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies</li> <li>● Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms</li> </ul>				
<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
Principals meetings	Monthly Schedules	Executive Director of Curriculum and Instruction	Quarterly	Continuous data analysis to identify areas of need of students within the lowest quartile

## Other Considerations

### Reading Intervention Data Element per 6A-6.053(7)(e)

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:

- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers;
- Reading Certification progress status for teachers.

### Charter schools per 6A-6.053(5)

Charter schools must 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. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

### Instructional Continuity Plan

Given that it is important to plan ahead for any contingency, please attach your Instructional Continuity Plan for 2020-2021 if you wish to have it reviewed by Just Read, Florida! We will offer feedback and suggest resources.

### **Curriculum/Instruction/Assessment Decision Trees per 6A-6.053(9)(c)**

Use the following decision tree template to address ALL district students. What follows is one tree that can be copied as needed. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided
- A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention
- Core curriculum and K-12 intervention materials 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

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** K-12

**IF:**

Student meets the following criteria at beginning of school year:  
 K-438 and above (FLKRS)  
 1st-8th-Percentile Rank is 20 and above (STAR)  
 9th-12th- Students scoring a level 3 or above on FLDOE Adaptive Progress Monitoring Tool; CCR Lexile Proficiency of 1050L and above (FSA & USA TEST PREP)

**THEN:**

**TIER 1 Only**

**TIER  
1**

*Initial instruction:*

- *is standards-aligned*
- *builds background and content knowledge, motivation*
- *provides print rich, systematic, scaffolded, and differentiated instruction*
- *incorporates writing in response to reading*
- *includes accommodations (IEP, ESOL or 504)*
- *incorporates the principles of Universal Design for Learning*
- *includes specially designed instruction for students with disabilities*

**Core Curriculum**

*Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.*

*K-5 Journeys strong evidence* <https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>  
*i-Ready promising evidence* <https://www2.curriculumassociates.com/aboutus/Press-Release-Curriculum-Associates-Ready-meets-ESSA-Federal-Funding-Requirements.aspx>  
*Saxon Phonics strong evidence* <https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>  
*6-8 Collections HMH Reading Series demonstrates a rationale* <https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>  
*LLI program strong evidence*  
[https://www.evidenceforessa.org/programs/reading?field\\_evidence\\_rating=%5B4%2C7%5D](https://www.evidenceforessa.org/programs/reading?field_evidence_rating=%5B4%2C7%5D)  
*i-Ready curriculum* <https://www.curriculumassociates.com/products/i-ready/meets-essa-evidence-based-requirements>  
*K-8 Lexia strong evidence*  
[https://www.evidenceforessa.org/programs/reading?field\\_evidence\\_rating=%5B4%2C7%5D](https://www.evidenceforessa.org/programs/reading?field_evidence_rating=%5B4%2C7%5D)  
  
*STAR, Accelerated reader Strong evidence* <https://doc.renlearn.com/KMNet/R61323.pdf>  
*9-12 Collections HMH Literary Series demonstrates a rationale* <https://www.hmhco.com/research/essa/essa-solutions-comparison-chart>  
*USA Test Prep Moderate evidence* <https://www.usatestprep.com/blog/usatestprep-efficacy/>

**Progress Monitoring**

*Assessment & Frequency*

*Performance Criteria that indicates Tier 1 is sufficient*

*Performance Criteria to that would prompt addition of Tier 2 interventions*

	<p>K-STAR EARLY LITERACY 3X per year 1st-8th grades-STAR 3X per year</p> <p>9th-12th grades-18-19 FSA ELA test scores, USA Test Prep/district level Diagnostic 3X per year; FLDOE Adaptive Progress Monitoring Tool 2x per year</p>	<p>K-438 and above 1st-8th-Percentile Rank is 20 and above</p> <p>9th-12th- Students scoring a level 3 or above; CCR Lexile Proficiency of 1050L and above</p>	<p>K-8-Continue with enhanced instruction that follows a developmental reading continuum including instruction with high level comprehension, vocabulary, word study, and fluency at the word and/or connected text level.</p> <p>9-12-Students scoring below 336 on 18-19 FSA ELA or below 1050 Lexile</p>
	<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b> K-12 Diagnostic and progress monitoring data is regularly reviewed three times a year by district admin, school admin, grade level bands and individual classroom teachers.</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <p>School and county-wide mentor/mentee program, professional development opportunities, administrative walk-throughs &amp; modeling, Building Reading Expertise county-wide program, reviewing progress monitoring data</p>	
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b> County wide common assessments are used to monitor all grade bands K-12. Common assessments address target reading standards taught from core curriculum.</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b></p> <p>Administrative walk-throughs &amp; modeling, reviewing progress monitoring data, district team fidelity checks</p>	
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b></p> <p>Teacher videos, technology based with Chrome book check-outs for those needing technology, instructional packets sent through US Postal service, teacher phone calls and/or visits, classroom scheduled virtual meeting times</p>		

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year: <b>Kindergarten – STAR Early Literacy – Scaled Score 400-437</b> <b>1<sup>st</sup>-8<sup>th</sup> – STAR 11<sup>th</sup>-19<sup>th</sup> percentile rank</b> <b>9<sup>th</sup> – 12<sup>th</sup> – Students scoring a level 2 on the FLDOE Adaptive Progress Monitoring Tool; Lexile 1049-849</b></p>
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>● <i>are standards-aligned</i></li> <li>● <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>● <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>● <i>are matched to the needs of the students</i></li> <li>● <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>● <i>occurs during time allotted in addition to core instruction</i></li> <li>● <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>

	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	Core Curriculum(s), Lexia Core, Differentiated data driven small group instruction, Accelerated Reader	K-STAR Early Literacy 3X per year	Scaled Score of 400-437	Scaled Score remaining in the 400-437 range	Scaled Score dropping to 399 or below
	Core curriculum, Lexia Power Up, LLI Differentiated data driven small group instruction, Accelerated Reader	1-8-STAR 3X per year	11-19 percentile rank	11-19 percentile rank	0-10 percentile rank
	Core curriculum, IXL differentiated data driven small group instruction, Newsela Informational curriculum	(9-12) USA Test DA 3X per year; Adaptive Progress Monitoring Tool 2x per year	Lexile of 1050 or above	Lexile of 1049 or below	Lexile 849 or below
	<b>Number of times a week intervention provided</b>	5 days	<b>Number of minutes per intervention session</b>	K-8 20 9-12 45	
	<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b>				
	School and county-wide mentor/mentee program, professional development opportunities, administrative walk-throughs & modeling, Building Reading Expertise county-wide program, reviewing progress monitoring data				
	<b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b>				
	Lexia Core 5 (strong evidence) <a href="https://www.evidenceforessa.org/programs/reading?field_evidence_rating=%5B4%2C7%5D">https://www.evidenceforessa.org/programs/reading?field_evidence_rating=%5B4%2C7%5D</a> Accelerated Reader (strong evidence) <a href="https://doc.renlearn.com/KMNet/R61323.pdf">https://doc.renlearn.com/KMNet/R61323.pdf</a> LLI (strong evidence) <a href="https://www.evidenceforessa.org/programs/reading?field_evidence_rating=%5B4%2C7%5D">https://www.evidenceforessa.org/programs/reading?field_evidence_rating=%5B4%2C7%5D</a>				
	<b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b>				
	Struggling students are provided smaller groups setting and additional one to one instructional services. Parents are provided resources to support distance learning.				



<b>IF:</b>	Student meets the following criteria at beginning of school year: K – STAR Early Literacy – 399 or below 1 <sup>st</sup> – 8 <sup>th</sup> – STAR 10 <sup>th</sup> percentile or below 9 <sup>th</sup> -12 <sup>th</sup> – Students scoring a level 1 on FLDOE Adaptive Progress Monitoring Tool; Lexile 849 or below			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>● extended time</li> <li>● targeted instruction based on student need</li> <li>● small group or one-on-one instruction</li> <li>● accommodations (IEP, ESOL, or 504)</li> <li>● more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>● <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<i>TIER 3 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 3 Progress Monitoring</i>		
		<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i>	<i>Performance Criteria that would prompt changes to Tier 3 interventions</i>
	Core Curriculum(s), Lexia Core, Differentiated data driven 1:3 group instruction, Accelerated Reader	K-STAR Early Literacy 3X per year	Student achieves scaled score of 400 or higher	Student remains with scaled score of 399 or below
	Core Curriculum(s), Lexia Core, LLI, Differentiated data driven 1:3 group instruction, Accelerated Reader	1-8-STAR 3X per year	Student achieves score above 10 percentile	Students remains with score at or below 10 percentile
	Core curriculum, IXL differentiated data driven 1:3 group instruction, Newsela Informational curriculum	9-12-USA Test DA 3X per year; Adaptive Progress Monitoring Tool 2x per year	Student achieves Lexile of 850 - 1049 based on the CCR proficiency bands	Student remains with a Lexile of 849 or below
	<b><i>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</i></b>			
<b><i>Number of times a week intervention provided</i></b>	5 days	<b><i>Number of minutes per intervention session</i></b>	30 (K-8) 45 minutes (9-12)	
<p data-bbox="251 1575 1396 1648"><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</i></b></p> <p data-bbox="251 1680 1477 1753">School and county-wide mentor/mentee program, professional development opportunities, administrative walk-throughs &amp; modeling, Building Reading Expertise county-wide program, reviewing progress monitoring data</p>				

***Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.***

Lexia Core 5 (strong evidence)

[https://www.evidenceforessa.org/programs/reading?field\\_evidence\\_rating=%5B4%2C7%5D](https://www.evidenceforessa.org/programs/reading?field_evidence_rating=%5B4%2C7%5D)

Accelerated Reader (strong evidence) <https://doc.renlearn.com/KMNet/R61323.pdf>

LLI (strong evidence)

[https://www.evidenceforessa.org/programs/reading?field\\_evidence\\_rating=%5B4%2C7%5D](https://www.evidenceforessa.org/programs/reading?field_evidence_rating=%5B4%2C7%5D)

***How are Tier 3 interventions modified for students who receive interventions through distance learning?***

Struggling students are provided smaller groups setting and additional one to one instructional services. Parents are provided resources to support distance learning.