

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The K-2 Instructional practice area of focus will continue to be the Heggerty Phonemic Awareness program.

The Heggerty phonemic awareness program has been an EEB system since SY 2019-2020. Through ongoing analyzation of data in these grades, improvement in phonemic awareness became a high priority. The ability to understand that spoken words are made up of individual sounds called phonemes is an early predictor of reading success. Our continued positive trends in ELA proficiency and learning gains is attributed in part to the use of this program since 2020.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

The grades 3-5 Instructional Practice area of focus will continue to be the LLI (Leveled Literacy Intervention) system for students not reading on grade level. As students enter the immediate grades and the focus becomes reading to learn versus learning to read, the importance of students reading a variety of text at a high instructional level is paramount to ensure student proficiency and learning gains. Our continued positive trends in ELA in both proficiency and learning gains are attributed in part to the use of this program since 2018. LLI engages students with high interest texts in a variety of genres. In addition, it provides the ability to increase the amount of successful reading completed daily. Small groups created according to BAS (Benchmark Assessment System) levels provide a rich, guided reading session four days a week, with the fifth day dedicated to progress monitoring.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

In grades K-2, the measurable outcome goal will be a 10% increase in early literacy proficiency by grade level, as measured by Star Early Literacy Enterprise Assessment data.

Specifically, Kindergarten Star Early Literacy Enterprise Assessment data will demonstrate an increase from 51% on PM 1 to 61% on PM 3.

First grade Star Early Literacy Enterprise Assessment data will demonstrate an increase from 52% on PM 1 to 62% on PM 3.

Second grade Star Early Literacy Enterprise Assessment data will demonstrate an increase from 48% on PM 1 to 58% on PM3.

Grades 3-5 Measurable Outcomes

In grades 3-5, the measurable outcome goal will be an individual grade level goal based on the percentage to attain school wide proficiency of 50% in ELA.

Specifically, third grade will increase ELA proficiency from 24% proficient on PM1 to 50% on PM3.

Fourth grade will increase ELA proficiency from 20% proficient on PM1 to 50% on PM3.

Fifth grade will increase ELA proficiency from 30% proficient on PM 1 to 50% on PM3.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Both areas of focus in instructional practices will be monitored in various ways. Half day planning, content area planning, and professional development will provide the opportunity for teachers to ask questions as it relates to both systems thereby deepening their capacity with both. Data chats will occur with administration and instructional leadership team quarterly. Adjustments to instruction and/or interventions to improve student performance.

Daily action monitoring will take place during district, school administration and instructional facilitator classroom observations and Impact Reviews. Ongoing monitoring ensures that adjustments are made to student support, intervention and/or extension as needed.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Stroughter, Keatrun, keatrun.stroughter@sarasotacountyschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Benchmark Advance is an evidence-based, core instructional resources used to teach systematic and explicit foundational skills based on the Science of Reading and Structured Literacy. District frameworks have been developed to guide teachers further with standards-based planning and instructional delivery. Teachers work within a 90 - 120-minute reading block with a separate time for more intentional small group focus.

A Literacy Coach position has been added to the campus to work intensively in coaching cycles with K-3 teachers. The Literacy coach works with the district ELA Program Specialists regularly to establish goals and focused support on the campus. Through this ongoing collaboration, the coach will work toward Literacy Coaching Certification as defined by Florida DOE.

Three Reading Recovery teachers provide small group Tier 2 interventions for students in Grades K-3. These trained teachers also provide professional development and literacy support to all teachers at the school site. One of our ESE resource teachers also provides Literacy lessons.

During pre-planning week teachers are trained in Tier I Progress Monitoring Updates. The Tier I PM update includes a deep dive into responding to data and using the Literacy Decision Trees.

Tier II and III support is given to identified students using Leveled Literacy Interventions, Benchmark Advance Phonics Skill Bags, Targeted Word Study Routines, Orton Gillingham, Benchmark Advance Targeted Intervention for Comprehension and other resources vetted by the district elementary team.

All of the above programs and practices are outlined in the District's Comprehensive Evidence-Based Reading Plan (CERP) and are aligned to the BEST ELA Standards. Each intervention recommended by the district has moderate to strong evidence based on the "What Works Clearinghouse".

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Heggerty specifically addresses our deficits in phonemic awareness in grades K-2 and has a proven record of effectiveness as demonstrated through years of data from schools with disadvantaged populations.

LLI specifically addresses our deficits in reading proficiency in grades 3-5. Proven record of effectiveness for disadvantaged populations is demonstrated through years of data.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Students needing extra explicit instruction acquiring reading skills will receive additional instruction during the Leveled Literacy Intervention (LLI). Ongoing collaboration between the Intervention Teachers and classroom teachers will occur during weekly CPT meetings to ensure continuous improvement. If progress is not showing growth, groups will be adjusted and/or interventions changed.	Stroughter, Keatrun, keatrun.stroughter@sarasotacountyschools.net
Half day planning and PLC professional learning with focused instructional planning and intervention design.	Williams, Nicole, nicole.williams@sarasotacountyschools.net
Ongoing progress monitoring assessment and data review.	Washington, Dwana, dwana.washington@sarasotacountyschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The school's SIP plan is available for all families to see. Once complete it is placed on the school's website. <https://www.sarasotacountyschools.net/domain/1246>

The SIP plan is shared and discussed at monthly SAC meetings and at our Annual Title 1 parent meeting held at the beginning of the year. Copies are available in the front office. A short SIP sheet is created and advertised on our social media. The SIP plan is also available at the front office, on the website and at parent nights.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We build positive relationships with parents by keeping our website up to date. We also use social media (Instagram, Facebook) at least once a week to show parents and families the following: learning, activities, events. Through the use of the Title 1 funding (Parent and Family Engagement) and the Jump Start grant, our Parent and Family Engagement Champion, along with staff, develops and facilitates Parent and Family Engagement activities with a focus on literacy, science and mathematics skills and strategies.

The goal is to:

- empower parents to feel confident in supporting their child's academic progress in the home environment
- help parents develop skills, patterns and habits at home that will support their child's learning in all academic
- provide parents the opportunity to learn, practice, and implement new skills to enrich their home environment both in mathematics and literacy
- engage parents to learn a new trade skill to economically support their family

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

These are the areas we plan to address in our SIP plan:

Increase science 5th grade scores.

Increase ELA proficiency, especially in 5th grade to meet or exceed 42%

Increase math proficiency in 3-5, but especially in 5th grade to meet or exceed 42%

Decrease behavior incidents by 4%

Increase math and reading scores in SWD and multiracial subgroups to meet or exceed 42%

Emma E. Booker plans to add an advanced class to 3, 4 and 5 grades. We have not previously had this. When looking at the data, we have students in each grade level who are gifted or scoring at a higher percentile. We want to make sure that we enrich the curriculum for these students.

We will be adding an instructional leadership team that will meet bi-weekly. This team will consist of administrators, instructional facilitators, the literacy coach and academic interventions. This team will ensure that we understand the school's data, know what classrooms need support and are engaged in student learning. We hope to encourage a culture of collaboration among teachers to improve instruction through focusing on student achievement and learning and coordinating the improvement of instruction in the school based on data.

As a school we will use SWST/CARE Teams to monitor progress towards the school-wide target of creating meaningful learning tasks that engage students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))