

Sarasota County Schools



2021-22 Reading Plan

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals	3
Budget	6
School Literacy Leadership Teams	8
Professional Development	9
Charter Schools	10
Literacy Coaches	11
District-Level Monitoring of Plan Implementation	14
School-Level Monitoring of Plan Implementation	18
Summer Reading Camp	21
Parent Support through a Read-At-Home Plan	23
Assessment, Curriculum, and Instruction	24
Identification of Students with a Substantial Reading Deficiency	28
300 Lowest Performing Elementary Schools	29

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 Number
Reading Curriculum	Conway, Cynthia	Program Specialist for High School	cynthia.conway2@sarasotacountyschools.net	941-927-9000
Secondary ELA	Cocoza, Catherine	Curriculum Director-High School	catherine.cocoza@sarasotacountyschools.net	9419279000
Elementary English Language Arts (ELA)	Ellington, Kelly	Curriculum Director-Elementary	kelly.ellington@sarasotacountyschools.net	9419279000
300 Lowest-Performing Elementary Schools	Ellington, Kelly	Curriculum Director-elementary	kelly.ellington@sarasotacountyschools.net	9419279000
Secondary ELA	Meckler, Sue	Curriculum Director-Middle School	sue.meckler@sarasotacountyschools.net	9419279000
Assessment	Cantalupo, Denise	Executive Director	denise.cantalupo@sarasotacountyschools.net	9419279000
Professional Development	Asplen, MariEllen	Supervisor of professional development	mariellen.asplen@sarasotacountyschools.net	9419279000
Third Grade Promotion	Ellington, Kelly	Director	kelly.ellington@sarasotacountyschools.net	9419279000
Reading Endorsement	Copeland, Linda	ELA secondary program specialist	linda.copeland@sarasotacountyschools.net	9419279000
Reading Endorsement	KEPHART, KATIE	Elementary Program specialist	katie.kephart@sarasotacountyschools.net	9419279000
Reading Endorsement	TACHENY, SARAH	Program Specialist-Middle School	sarah.tacheny@sarasotacountyschools.net	9419279000
Data Element	BUTTERS, LORI	Suprvisor	lori.butters@sarasotacountyschools.net	9419279000
Summer Reading Camp	CHESNOFF, HOLLY	Program specialist	holly.chesnoff@sarasotacountyschools.net	9419279000
Reading Curriculum	MASELLI, JENNIFER	specialist	jennifer.maselli@sarasotacountyschools.net	9419279000
Reading Curriculum	Shannon, Kristen	specialist	kristen.shannon@sarasotacountyschools.net	9419279000
Reading Curriculum	KEPHART, KATIE	specialist	katie.kephart@sarasotacountyschools.net	9419279000
Reading Curriculum	BEECHY, AMY	specialist	amy.beechy@sarasotacountyschools.net	9419279000
Reading Curriculum	CHESNOFF, HOLLY	specialist	holly.chesnoff@sarasotacountyschools.net	9419279000

Contact	Name	Title	Email	Phone Number
Reading Curriculum	TACHENY, SARAH	specialist	sarah.tacheny@sarasotacountyschools.net	9419279000
Main District Reading Contact	Cocozza, Catherine	Director-High School	catherine.cocozza@sarasotacountyschools.net	9419279000

Communication of Plan Information

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

The plan is posted on the district website. In addition, details about the trainings that pertain to the classroom teachers are addressed at principal meetings, Common Planning Time (PLC) meetings, and department/team leader meetings. Information is also presented in Instructional Focus Guides (IFG) and the SCS Striving Reader Plan which is available in our Learning Management System for staff.

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 55%

Goal for Plan Year

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

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

The district will continue to implement Pre-K classrooms at 13 of our 23 elementary schools, consisting of 34 total classrooms. All of the district's Pre-K classrooms service students with varying exceptionalities. Sarasota County Schools also partners with local community agencies such as the Early Learning Coalition, Early Steps, Easter Seals, Children First, Florida Center, Community Haven/Selby, and Pinnacle to provide additional Pre-Kindergarten learning environments across the district for students with varying exceptionalities.

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	16	17	29	25	12	14	15	32	26	13
4	18	19	25	24	14	16	17	27	25	15
5	13	22	26	25	13	11	20	28	26	14
6	17	22	22	24	15	15	20	24	25	16
7	18	22	23	21	15	16	20	25	20	16
8	16	19	26	22	17	14	17	28	23	18
9	18	20	22	24	15	16	18	24	25	16
10	17	23	22	25	13	15	21	24	26	14

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%).

For each grade, K-2, increase the percentage of students achieving mid- or above grade level placement on the end of the year i-Ready diagnostic by 2%. In Kindergarten, the goal increases from 74% to 76%. In First Grade, the goal increases from 61% to 63%. In Second Grade, the goal increases from 58% to 60%.

District Budget for Research-Based Reading Instructions Allocation

Budget

1	Research-Based Reading Instruction Allocation		\$0.00
		FTE	2021-22
			\$0.00
2	Estimated proportional share distributed to district charter		\$267,977.00
		FTE	2021-22
			\$267,977.00
3	Reading coaches assigned to elementary schools		\$0.00
4	Reading coaches assigned to secondary schools		\$0.00
5	Intervention teachers assigned to elementary schools		\$1,006,559.56
		FTE	2021-22
		10.0	\$1,006,559.56
6	Intervention teachers assigned to secondary schools		\$444,136.34
		FTE	2021-22
		29.0	\$444,136.34
7	Supplemental materials or interventions for elementary schools		\$0.00

8	Supplemental materials or interventions for secondary schools	\$0.00
9	Intensive interventions for elementary students reading below grade level	\$0.00
10	Intensive interventions for secondary students reading below grade level	\$0.00
11	Professional development	\$0.00
12	Helping teachers earn the reading endorsement	\$0.00
13	Summer reading camps	\$0.00
14	Additional hour for 300 lowest-performing elementary schools	\$290,516.10
	FTE	2021-22
		\$290,516.10
		\$0.00
		\$0.00
Total:		\$2,009,189.00

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.

Reading funds are allocated for Reading Recovery Teachers at the elementary schools. The Reading Recovery teachers are essential to literacy improvement and support for teachers at each elementary school site.

The Reading Recovery teachers provide daily, one-on-one Reading Interventions to the most at-risk first grade students. In addition, Reading Recovery teachers provide a 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 their school.

School Literacy Leadership Teams

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

the Schools Literacy Leadership Team requirement is communicated to Principals through the Elementary and Secondary Executive Directors. This communication may include agenda items at Principal Meetings, School Improvement Plan meetings/presentations, and other communication like email.

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

The roster of School Literacy Leadership Teams is communicated to the Directors of Curriculum and Instruction (ES, MS, and HS). It is also referenced in each school's School Improvement Plan.

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

The Executive Directors of Elementary and Secondary Schools, Directors of Curriculum and Instruction (ES, MS, and HS), and Curriculum and Instruction English Language Arts (ELA)/Intensive Language Arts Program Specialists are responsible for supporting and monitoring School Literacy Leadership Teams .

In conjunction with the Directors of Curriculum and Instruction, members of the district ELA curriculum team will support School Literacy teams and ensure compliance of these teams. Additionally, Instructional Facilitators work directly with schools to support literacy initiatives and implementation.

A quarterly feedback form will be submitted by schools and reviewed by the curriculum teams at each level. Support and feedback will be provided based on the reports received and/or requested.

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 learning as required by Section 1-12.98(4)(b)11,F.S. and that is provided by the district and/or schools includes training in multisensory reading interventions and training in differentiation instruction. This includes Reading Endorsement coursework, specifically Competency 1, 2, 3, and 4. The "K-12 Awareness Module: Understanding Dyslexia and Other Reading Difficulties" is offered annually to all new hires and teachers who have not previously taken the course or who are in need of a review. Additionally, we partner with the FDLRS team to offer the PDA course, "Exploring Structure Literacy" to all teachers.

The District office and schools have developed training to assist teachers in understanding and implementing the B.E.S.T standards using the new instructional materials. Training for teachers in grades K-8 started in the Spring of 2021 and will continue through the 2021-2022 school year. Training for high school teacher leaders will begin in the Fall of 2021 and will continue and expand to all teachers in the Spring/Summer of 2022.

Elementary level, the 21-22 Professional Development trainings will include Standards Overview sessions for the B.E.S.T. Standards at all grade levels K-5, a deeper dive into the standards for grade levels K-2, and PD for Grades 3-5 to help connect the current LAFS and B.E.S.T standards for the 21-22 school year. Training will be provided to all teachers to help integrate phonemic awareness, phonics, word study, spelling, fluency, vocabulary, and text comprehension strategies in systematic and explicit approaches through training of our newly adopted ELA curriculum, Benchmark Advance. Trainings offered in the Spring of 2021, Summer of 2021, and Pre-Service week in August before school begins for the 21-22 school year.

An ELA institute will be offered for elementary teachers Summer 2021 to include a variety of topics such as Curriculum Implementation, Writing Instruction, Launching the First Days of School in the Reading Block, Assessment, Literacy Stations and Accountable Independent Work, Running Record Trainings, Small Group Instruction, and Scaffolding Curriculum/Instruction for ELL, Advanced Work, and ESE students.

As part of the pre-planning week in August, teachers will be provided with a training for progress monitoring which is reflected in the decision trees section (11c) of this document. Teachers will also be trained on specific multi-sensory intervention strategies for each component of ELA as it relates to progress monitoring and instructional implications for these components in Tier 1, Tier 2, and Tier 3. This included K-5 teachers and Secondary Intensive Language Arts teachers.

Throughout the school year, teachers will use planning time weekly for PLCs, which will include continued

problem-solving and professional development opportunities. Quarterly communication with teachers will highlight components of the new curriculum and will be accompanied by optional training sessions.

School-based data is reviewed, and schools request support based on needs. Support may be offered to individual teachers, mentor teachers, teams (e.g., grade-level teachers, departments). Schools identify initiatives based on data analysis and progress monitoring. These initiatives will be specific to the needs of individual schools.

Schools will continue to identify mentor teachers and model classrooms.

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?

The professional development requirements are communicated to principals through frequent communication by Curriculum Directors and the Elementary and Secondary Curriculum Directors.

SCS supports the principals with fulfilling each requirement through progress monitoring (reports) and ensuring compliance (walk throughs, meetings, SIP). Program Specialists meet regularly with school-based administrators and teachers to discuss needs and provide support as requested. Instructional facilitators have been assigned to all Title 1 Elementary Schools, middle schools, and high schools to provide student-centered support and professional learning for teachers in the areas of foundational reading skills, content area reading, and disciplinary literacy.

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

Curriculum Directors and ELA program specialists are responsible for supporting and monitoring the professional development requirements and ensuring compliance of all professional development. The district's Professional Development system keeps record of those in attendance at trainings as well as surveys, common planning time notes, and other reports.

The Elementary and Secondary Executive Directors are responsible for following up with individual principals if professional development requirements aren't being met. The Executive Directors are also responsible for communicating with District staff if support is needed at an individual school.

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.

We do not use Literacy Coaches. Program Specialists are available at all levels to address reading needs. There are K-12 Program Specialists who hold reading endorsement and/or certification.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
 - the major reading components, as needed, based on an analysis of student performance data;
 - administration and analysis of instructional assessments; and
 - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

No

If no, please attach the evidence-based model the district is using.

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

N/A We do not utilize coaches in the district

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?

N/A

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

N/A

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

N/A

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

N/A

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	What component of the reading/strand of standard is being assessed?	Assessment type	How often is the data being collected?
i-Ready	K-5	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Benchmark Advance Interim Assessments	K-5	Summative	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Benchmark Advance Writing Interim Assessments	2-5	Progress Monitoring, Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Running Records	K-5	Progress Monitoring, Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FSA	6-8	Progress Monitoring	Vocabulary, Comprehension	Annually
i-Ready	6-8	Progress Monitoring	Vocabulary, Comprehension	3 x A Year
Diagnostic Assessment of Reading	Middle school students who are demonstrating a need in foundational reading skills based on IReady data	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
FSA	9-10 and 11-12 of students who have not met proficiency or a concordant FSA reading score	Summative	Vocabulary, Comprehension	Annually
Achieve 3000	All students in an Intensive Language Arts course (students who demonstrated a need in reading interventions)	Progress Monitoring	Vocabulary, Comprehension	3 x A Year
Diagnostic Reading Assessment	To students who are demonstrating a need in foundational reading skills based on Achieve 3000 data	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency	Quarterly
FLKRS	Kindergarten Students	Screener	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
DIBELS	All L300 school students	Screener	Phonological Awareness, Phonics, Fluency	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?

Curriculum Directors at elementary, middle, and high schools will ensure that the plan is implemented at each school. The oversight of the plan, support, and follow up will be provided by district ELA program specialists, School-Based Literacy Leadership Teams, and Principals.

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

Benchmark Advanced, an evidence-based instructional core resource, was chosen by the Elementary ELA Textbook Adoption Committee. Benchmark Advance includes systematic and explicit foundational skills and is implemented by all elementary teachers. Frameworks for the K-5 curriculum have been designed by district ELA Program Specialists. Training has been provided on those frameworks. Master schedules have allowed ELA instructional blocks of 90-120 minutes with a separate intervention time at all elementary schools. Elementary school principals will ensure that instruction is effectively being implemented.

The core resources in use in the Intensive Language Arts courses at the secondary level were selected because they are evidence-based. The use of the resources and the alignment to quality instructional practice (systematic and explicit) will be monitored with classroom walk-throughs and collaboration in common planning time. Support will be provided when deemed necessary by progress monitoring, school-based requests, and/or State requirements.

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

A Tier 1 Targeted Progress Monitoring Data Collection form is utilized by teachers at each grade level. Grade level teams meet to problem solve about the Tier 1 data and determine differentiated instruction for classes, grade levels, and schools. Data chats with teachers and administrators will ensure that instruction is targeting the needs of all students and used to differentiate reading instruction.

Secondary Intensive Language Arts teachers use student/teachers data chats and goal setting to monitor progress and differentiate learning based on need. Secondary ILA teachers plan for small group and one-to-one instruction to ensure individual needs are met. Rewards is in use at the middle school and the program is designed to provide specific, need-based support to students. The core resource used in high school differentiates reading material based on individual student readability levels.

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

The implementation of the Benchmark Advance curriculum offers connections between various content areas. In addition, all teachers (regardless of subject area taught) are being trained on the ELA B.E.S.T. standards as a means to incorporate ELA standards into all content areas.

District and school-based professional development opportunities are offered to incorporate literacy instruction into content areas to build discussions of texts in order to deepen understanding for students. The trainings focus on strategies to support content area reading and disciplinary literacy. Two supplemental resources, "Argument Driven Inquiry" ("ADI") for high school Science courses and "The DBQ Project - Mini Qs" for Social Studies and English Language Arts, have been aligned to the high school Instructional Focus Guides. These resources use focused strategies to promote reading, writing, and speaking and listening. "The DBQ Project - Mini Qs" have also been aligned to the middle school Instructional Focus Guide. Training for both resources started in the Fall of 2021.

Grant funds were used to purchase titles from the Civic Literacy list. The books will be distributed to Teacher leaders throughout the school year with a focus on implementation at the school site.

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

Elementary and Secondary Executive Directors meet with Leadership at individual school sites to discuss concerns and develop a plan of action.

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.

Information and updates are collected annually and used to make appropriate modifications to the K-12 reading plan and to provide support support as necessary.

District program specialists and directors at each level meet with administrative teams to review the K-12 reading plan and get feedback.

Program specialists work with teacher teams for feedback and input.

The district plan is to improve communication by increasing information gathering sessions to include work groups, surveys, and meetings to ensure review information on a quarterly basis.

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:

Reading Plan Reflection 2020_2021.docx
<i>Reading Plan Reflection</i>

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?

Schools will use Microsoft Forms to collect implementation data from teachers to provide another data source to ensure proper implementation.

Principals will also follow up with teachers on a quarterly basis to ensure feedback and adherence to the reading plan. Principals work with school based literacy teams to monitor and ensure effective implementation and to plan for ongoing support. Principals will complete weekly walkthroughs of their departments to ensure effective implementation of the reading plan. Secondary administrators will focus on ILA classes and those content-area courses identified as providing reading support for students requiring Tier 2 support determined by the FSA.

Program Specialists review quarterly progress monitoring data and instructional strategies implemented in the classroom. To the best ability, Program Specialists will work directly with the teachers during their team meetings to provide support in the form of data chats from benchmark testing as well as formative data from classroom teachers.

Team leaders will also use their meeting times to share data and implementation strategies.

Who at the district level supports effective implementation?

Instructional facilitators, program specialists and curriculum directors at each level support effective implementation.

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

School-based leadership works with the data provided by program specialist and the district data dashboards to identify areas of need of improvement for effective implementation.

Weekly walkthroughs will be used to identify areas in needs and those areas will be followed up on by the principals who will offer feedback to teachers as needed to ensure implementation. Teachers will also use common planning time to address any areas that need improvement to ensure effective implementation.

Data provided by quarterly Microsoft Forms surveys will be used to generate appropriate professional development which will be planned with the school literacy teams and program specialists.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

A walk through checklist will be developed to record feedback and to provide follow up teachers as a means of creating a productive and effective implementation.

Instructional facilitators and the school based literacy teams will review the data that is collected to determine plans for support and to celebrate and replicate success.

Principals will conduct quarterly discussions to review data gathered from walk through forms, align the data to effective implementation, and determine the next steps.

Who at the district level supports effective implementation?

Curriculum Directors at each level will support the effective implementation of the school-level monitoring of plan implementation.

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

School-based leadership works with the data provided by program specialist and the district data dashboards to identify areas of need of improvement for effective implementation.

Weekly walkthroughs will be used to identify areas in needs and those areas will be followed up on by the principals who will offer feedback to teachers as needed to ensure implementation. Teachers will also use common planning time to address any areas that need improvement to ensure effective implementation.

Data provided by quarterly Microsoft Forms surveys will be used to generate appropriate professional development which will be planned with the school literacy teams and program specialists.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Teachers will follow the Decision Trees to determine a focus for individual student needs. Interventions will be determined based on the data collected from the assessments described in the Decision Trees and through classroom-based formative assessments. School-based administrators will follow up during Quarter 1 with teachers who have students receiving intensive reading intervention to ensure the appropriate steps were taken. Administrators will provide additional support as needed to ensure the necessary steps are followed.

Teachers will work with Collaborative Planning teams and School-wide Support teams to determine additional interventions and discuss student needs.

Collaborative Planning time will be used to address any areas that need improvement to ensure effective implementation. Data provided by quarterly Microsoft Forms surveys will be used to generate appropriate professional development.

Principals work with the data provided by program specialist and the District Data Dashboard to identify areas of need of improvement for effective implementation at a school site.

Weekly walkthroughs will be followed up with the principals providing feedback to teachers as needed to ensure implementation.

Who at the district level supports effective implementation?

Program specialists and Curriculum directors at each level support effective implementation

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

To identify areas of need of improvement for effective implementation, principals work with the data provided by program specialists, district data dashboards, input from collaborative common planning time meetings, and walkthrough surveys.

Common planning time will be used to address any areas that need improvement to ensure effective implementation.

Data provided by program specialists, district data dashboards, input from collaborative common planning time meetings, and walkthrough surveys will be used to generate appropriate professional development which will be planned with the school literacy teams and district program specialists.

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.

No

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.

Summer Reading Camp will begin 6/21/21 and end 7/22/21 with one week off (July 5-9). It will be offered Monday-Thursday from 8:30-1:30 daily (5 hours per day). Human Resources made every effort to staff Summer Reading Camp with teachers who are currently evaluated as highly effective and reading endorsed/certified. Due to the pandemic, we had to fill some spots with teachers who are not yet endorsed in reading. All curriculum resources and lessons plans for our 3rd grade Summer Reading Camp students were provided by district specialists who are endorsed in reading. These curriculum resources were designed around evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. We had an average teacher/student ratio of 1:8. i-ready AP 3 data from Spring 2021 will be compared to i-Ready AP 1 diagnostic data in Fall 2021 for measurable progress as well as SAT 10 Scores. The evidence-based instructional materials included Curriculum Associate's LAFS.

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.

Does Not apply during the summer 2021.

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.)

192

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.)

100%

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.

Sarasota County Schools created a Read-At-Home plan that is shared with parents of students identified with a substantial deficiency in Reading. This plan is shared with parents at parent-teacher conferences, CARE meetings, and linked to the Sarasota County Schools Reading Excellence website (<https://scsreadingexcellence.weebly.com/>). and linked to the Sarasota County Schools Website under the Parent Resources Page. (<https://www.sarasotacountyschools.net/Page/4648>).

Guidance will be shared with teachers and administrators of how to personalize this document for families to use at home for additional support.

SCS has a plethora of community partnerships to strengthen our support with families. A list of initiatives with our local foundations can be found here: <https://www.sarasotacountyschools.net/community.aspx>. Some of the projects included: Summer Book Challenge, KidsREAD, Reading Recovery teachers, Support for Summer Learning Academies, Closing the Literacy Gap: ELA 3rd-6th Grade Teachers, and This Book is Cool for Grades K-3.

Sarasota County Schools will also support and utilize Florida House Bill 3's partnership with the New World Reading Program for K-5 students with reading deficiencies to receive books shipped to their homes.

Who at the district is responsible for monitoring this requirement?

Elementary Curriculum Director and elementary program specialists are responsible for monitoring this requirement.

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 supports and monitors implementation by providing sample lesson plans, IFG, and strategies to support readers.

Professional development is provided by program specialists and instructional facilitators. These specialists and facilitators work with teams during common planning time. Principals view lesson plans and report to the district any need for guidance.

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

Directors and program specialists are responsible for supporting and monitoring this requirement.

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?

Lesson plans and IFG examples, professional development, and program specialists working directly with teams during common planning time are ways the district supports and monitors this implementation.

Principals view lesson plans and communicate to the district any need for guidance.

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

Directors and program specialists are responsible for supporting and monitoring this requirement.

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

How does the district support and monitor implementation?

The District supports and monitors implementation by providing sample lesson plans, IFG, and strategies to support readers.

Professional development is provided by program specialists and instructional facilitators. These specialists and facilitators work with teams during common planning time.

Principals view lesson plans and report to the district any need for guidance.

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

Directors and program specialists are responsible for supporting and monitoring this requirement.

Florida's Revised Formula For Success - Part B

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

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

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

The district will align K-12 reading instruction with Florida's Revised Formula for Success using data informed instruction along with tiered interventions in place. The data and tiered interventions are supported by the What Works Clearinghouse (WWC).

All teachers will have training in MTSS to include tiered interventions and responses to instruction. Secondary Intensive Language Arts teachers (reading support) will have training in the 6 components of reading and the progress monitoring interventions to support striving readers.

How does the district support and monitor implementation?

The district supports and monitors implementation with quarterly updates at principal meetings, school-based walkthroughs, program specialists meetings with teams at schools, and data reviews with principals and teachers.

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

Directors and program specialists are responsible for supporting and monitoring this requirement.

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:

Sarasota_K12_Decision_Trees_2021_2022_(1)_Final_August_2021.pdf

<i>K-12 Decision Trees</i>

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 uses diagnostic data and teacher observations to initially identify students with substantial deficiency in reading. School-Wide Support Team (SWST) meetings are used to monitor and support students who do not have an IEP in place. CARE meetings are used to monitor and support students who have an active IEP.

In elementary, students are identified as a Striving Reader or as having a substantial reading deficiency if i-Ready Diagnostic data indicates that the student is performing two or more grade levels below in Reading, the student scores a level 1 on Florida Standards Assessment ELA, and/or the student is demonstrating intensive reading needs in core instruction and requires further attention. Explicit and systematic intensive interventions including multi-sensory strategies must be provided for all the students identified as Striving Readers or having a substantial reading deficiency.

In Secondary, students are identified as a striving reader if they scored a level 1 on the Florida Standards Assessment (ELA) for more than 3 years or if they are demonstrating intensive reading needs in tier 1 instruction. If a student has scored a Level One of the ELA portion of the Florida Standards Assessment, these students will receive tier 2 intervention in an ELA course and tier 3 intervention (i.e., ILA). Any student who scores a Level 2 on the ELA Florida Standards Assessment will have tier two interventions in a content area course which will consist of explicit instruction in content area reading strategies, small group instruction and grade appropriate progress monitoring. For level 1 students, a Lexile level is used to determine comprehension level. If a student is below a 875L fluency the Florida Assessments for Instruction in Reading Scaffolded Discussion Templates are administered. Students above a 875L will have the Florida Assessments for Instruction in Reading Academic Word Inventory administered to assess vocabulary acquisition.

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.

Currently, Sarasota County Schools has one L300 school, Emma Booker Elementary. Emma Booker's master schedule reflects one additional hour per day of reading instruction during the school day. Kindergarten has 170 minutes of reading instruction daily. First grade has 160 minutes, 2nd grade has 160 minutes, 3rd grade has 165 minutes, 4th grade has 160 minutes, and 5th grade has 165 minutes of reading instruction daily.

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 are evaluated by the district's Teacher Evaluation System (TES). The performance portion of the TES is aligned to Danielson's Framework for Teaching. Teachers at Emma E. Booker, who provide reading instruction, have all been rated either effective or highly effective. Teachers at Emma will also have support from our district ELA program specialists. Program specialists will assist with standards-based planning, provide modeled instruction, and facilitate data analysis. We also have an instructional facilitator for K-5 to support ELA instruction. These facilitators will support ELA instruction during ELA blocks and provide reading interventions. Administration monitors the teachers' instructional competencies in these areas and others through walk-throughs, classroom observations and instructional conferring.

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.

All students will be provided with small group differentiated reading instruction in their ELA block on their instructional level, as well as with grade level texts. In addition to strategic small group instruction in the core reading block, any student who is demonstrating deficits in reading based on DIBELS Benchmark

data will be a part of a Leveled Literacy Intervention (LLI) group. LLI is a researched-based intervention program that cohesively aligns to our Tier I instruction. Emma Booker has two Reading Recovery teachers, who serve as reading intervention teachers in grades K-2. These professionals pull six students in each of the three grades for LLI in addition their identified Reading Recovery students. Emma also has two academic intervention teachers, who not only pull LLI groups, but also pull other small groups to provide focused foundational instruction for our Tier 3 readers.

Students at Emma E. Booker are screened utilizing the DIBELS 8th Edition benchmark assessment three times a year. i-Ready diagnostic assessment also occurs three times a year. We will also use Fountas and Pinnell Benchmark Assessment System to find the instructional reading levels of all students. After students are identified as either Tier II or T III in reading, their progress is monitored through DIBELS 8th Edition Progress Monitoring system. Teachers identify reading areas of focus for each child and intervention and progress monitoring is planned around those specific needs. These areas of focus include letter naming fluency, phoneme segmentation fluency, nonsense word fluency, oral reading fluency, and DAZE (comprehension). Teachers collect additional data in the form of test scores, AR data, running records data, and formative assessments. Grade level teams meet regularly to look at all available data to ensure students are progressing toward proficiency and that they are receiving the appropriate reading interventions for their area of literacy focus. Each grade level is assigned an administrator who attends and oversees data meetings and attends all grade-level school-wide support meetings.

Content areas are embedded in literacy instruction. Grades 3-5 utilize Florida Studies Weekly to include social studies texts in addition to selecting titles from the civics literacy book list. Our adopted Elevate Science curriculum comes with leveled readers that K-5 teachers will be using during their small group instruction to integrate grade-level science standards. Students are consistently asked to write in response to their reading and to reflect their thinking, most consistently in content area notebooks. District math curriculum provides daily opportunities for students to read and write in the process of solving math problems. Lesson plans are expected to reflect the above listed components of reading instruction. Classroom walk-throughs, modeling, and progress monitoring by instructional facilitators are also utilized to ensure these instructional components are occurring consistently. Instructional facilitators also assist teachers in planning reading experiences across the content areas.