2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts
Identify the name, email address, position title, and job duties/responsibilities for each member of the district reading team.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Joens, Kristie Associate Director of Instructional Services kristie.joens@desotoschools.com 863-494-4222 x1306
Main District Reading Contact	Fuller, Carrie Director of Instructional Services carrie.fuller@desotoschools.com 863-494-4222 x 1310
Elementary English Language Arts (ELA)	Fuller, Carrie Director of Instructional Services carrie.fuller@desotoschools.com 863-494-4222 x 1310
Secondary ELA	Joens, Kristie Associate Director of Instructional Services kristie.joens@desotoschools.com 863-494-4222 x1306
Reading Endorsement	Baldwin, Tod Director of Human Resources tod.baldwin@desotoschools.com 863-494-4222
Reading Curriculum	Joens, Kristie Associate Director of Instructional Services kristie.joens@desotoschools.com 863-494-4222 x1306
Professional Development	Joens, Kristie Associate Director of Instructional Services kristie.joens@desotoschools.com 863-494-4222 x1306
Assessment	Dubbert, Dan Assessment Coordinator dan.dubbert@desotoschools.com 863-494-4222
Data Element	Fuller, Carrie Director of Instructional Services carrie.fuller@desotoschools.com 863-494-4222 x 1310
Summer Reading Camp	Fuller, Carrie Director of Instructional Services carrie.fuller@desotoschools.com 863-494-4222 x 1310
Third Grade Promotion	Fuller, Carrie Director of Instructional Services carrie.fuller@desotoschools.com 863-494-4222 x 1310
300 Lowest-Performing Elementary Schools	Fuller, Carrie Director of Instructional Services carrie.fuller@desotoschools.com 863-494-4222 x 1310

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.

This district will communicate the Comprehensive Evidence-Based Reading Plan in the following ways:
• Having the approved plan submitted and approved by our district school board
• Posting it to our Instructional Services website that is under the School district website
• Sharing approved document with school administration
• Sharing approved document with each school's Parent SAC Committee
• Principals will share the plan with teachers at their school site during grade level/subject area meetings

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 39%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 50%

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

The district plans to hold a summer VPK program in June and July to better prepare our incoming kindergarteners for the upcoming school year. We will also need to purchase a new curriculum, increase parent communication, and increase staff meeting and PD with our VPK teachers.

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	42	26	23	7	2	22	18	51	7	2
4	41	28	20	9	2	21	19	49	9	2
5	34	33	20	12	1	20	20	47	12	1
6	36	27	23	13	2	21	19	45	13	2
7	46	27	16	8	3	26	14	49	8	3
8	47	23	17	9	3	30	10	48	9	3
9	42	29	19	7	3	28	12	50	7	3
10	33	33	19	12	3	20	20	45	12	3

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 listed below, the district would like to increase the percentage of students currently scoring proficient on the Renaissance STAR by 5%. For grades K-2, we are using Amira Learning for the first time. Below is the goal for the end of the year.

Students in K-1 scoring proficient (50th percentile) on Amira Learning Goal 50%
Students in 1-2 scoring proficient (50th percentile) on Amira Learning Goal 45%
Students in 3-5 scoring proficient on Renaissance STAR- 31% Goal- 36%
Students in 6-8 scoring proficient on Renaissance STAR- 33% Goal- 38%
Students in 9-12 scoring proficient on Renaissance STAR- 28% Goal 33%

District Budget for Research-Based Reading Instructions Allocation

Budget

1	Research-Based Reading Instruction Allocation	$0.00
2	Estimated proportional share distributed to district charter	$0.00
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	$0.00
6	Intervention teachers assigned to secondary schools	$0.00
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	$0.00
	Total:	$0.00

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.

The district is focusing on our K-2 students and curriculum. We have purchased new ELA curriculum from HMH and they have a strong foundational curriculum for our K-2 Students. Additionally, specific trainings are being held for Orton Gillingham for our K-2 teachers. Teachers and paraprofessionals are being trained and used the Barton Reading and Spelling program in their classrooms, for all students at their level. We have a reading/academic coach dedicated to each of our elementary schools. They will work with the teachers and students to ensure all students are receiving research-based, effective instruction. We will

also be utilizing Amira Learning for grades K-2. This will be a new addition this year for our diagnostic testing.

School Literacy Leadership Teams

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

Each school principal was notified via email and again at the monthly principal meeting with the superintendent. The Director of Instructional Services discussed the purpose and activities of the team. The team consists of representatives from multiple settings including homes, schools, and communities. Staff members represented will include administration, dean, teachers, and instructional coaches. Data is shared during the meeting. This includes classroom and grade level/ subject trends. The Grade Level Chair/ Department Head shares this information with their team before the faculty meeting takes place. It is reviewed after each diagnostic by the administration.

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

Carrie Fuller and Kristie Joens

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

Carrie Fuller and Kristie Joens
Additionally, school reading coaches would be involved with their school's literacy team and liaisons between the school and the district.

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.

1. 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
a. Reading Endorsement courses
b. Barton Reading and Spelling
c. Orton Gillingham Training
d. Exploring Structured Literacy
e. Flamingo Literacy Matrix
f. Amira Learning
2. Training in multisensory reading intervention
a. Orton Gillingham Training
3. Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth
a. Orton Gillingham Connect to Comprehension Course
b. Exploring Structured Literacy
4. Identification of mentor teachers
a. Quarterly trainings with mentor coach on areas of need for new teachers.
b. Flamingo Literacy Matrix
5. Establishing of model classrooms within the school
a. PBIS
b. CHAMPS Training
c. Collaborative Teaching
6. Providing teachers with time weekly to meet together for professional development including lesson study and PLCs
a. This is provided twice a week for our teachers, Tuesdays and Thursdays.

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?

Depending on the training, it will be communicated in a different way.
• An email is sent directly to principals explaining the training. They are often asked which teachers would

benefit from certain pieces of training, so those teachers can be given first priority for training. It is also discussed in biweekly principal's meetings with the superintendent.

• During quarterly data chats, Instructional Services, and the principals discuss the teachers' data and determine what their needs are. In some cases, a Teacher improvement Plan is developed including professional development needs. This will be used by the principal when they meet with the teacher. In other cases, a TIP is not necessary. In these cases, an academic coach will be assigned to the teacher to help them with their areas of need. They will meet with them daily or weekly to assist them in their classroom.

• At the beginning of each year, a discussion is had with each principal to identify strong teachers that would be good mentor teachers in each grade level or subject area. Together with Instructional Services, mentor teachers are identified. Our district also has a Mentor coach that assists our new teachers. All three work together to ensure our new teachers have a productive first- third year.

• At the beginning of each year, a discussion is had with each principal to identify strong teachers that would be good model classrooms in each grade level or subject area. Together with Instructional Services, model classrooms are identified. Our Mentor coach and Academic coaches assist our new and struggling teachers daily. They will work with the principal to arrange times that these teachers can visit the model classrooms.

• Administrative staff have been assigned a grade level or subject area to facilitate these meetings. We worked the student schedule so that all grade levels and subject areas across the district have the same planning time.

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

Carrie Fuller and Kristie Joens

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.

The district looked at each schools' data (state testing, benchmark testing, and other local tests) to determine the schools with the most need. The schools are ranked and the coaches' time is divided so that the school or grade level with the most need receives the most attention. This year the district decided that each elementary school will be assigned a reading coach. The coach's role has been communicated to all staff members through various communication methods. Emails are sent to each group outlining the role and assignment duties for our reading coaches. Principals and district staff have monthly meetings and school data is discussed and roles at the school are reevaluated, as needed.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

- Provide professional development on the following:
  - the major reading components, as needed, based on an analysis of student performance data;

  - administration and analysis of instructional assessments; and

  - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.

- Help to increase instructional density to meet the needs of all students.

- Participate in reading leadership teams.

- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.

- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.

- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.

- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

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

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

Yes

If no, please attach the evidence-based model the district is using.
The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

This has been communicated to all staff members through various communication methods. Emails are sent to each group outlining the role and assignment duties for our academic coaches. Principals and district staff have monthly meetings and this topic is discussed as needed. During the year this topic might need to be addressed at various school sites. These are taken care of on a case-by- case basis and then reiterated in group meetings as well.

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

The district supports coaches by allowing them to be assigned to one school. This allows them time and consistency with the teachers at their school site. They do not have a set schedule each day, so that they may work with those teachers that have the greatest need. After each diagnostic assessment, the coaches will desegregate the data and work with teachers, both individually and as a grade level group to analyze and set goals for the upcoming weeks/months of work. They make plans for their classroom instruction as well as their students to allow for maximum student achievement. Additionally, PD is developed as the need arises with either the school or the district as a whole. Coaches will work together to develop meaningful PD that effectively meets the needs of the staff. This PD will be given during the school day, on the weekends, and during the summer. Each week the coaches meet with district leadership to review their work and gain support for areas of need at their specific school.

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

Coaches fill out a daily log in a district-provided Google Sheet. This is a live document that is done by all coaches in our district. They are asked to state the date, time, teacher name, topics discussed or activities done, and follow-up given. Carrie Fuller and Kristie Joens monitor this Google Sheet to ensure coaches are working with all grade levels. We can also sort the document to see which teachers are frequently provided assistance. This information is provided to the administration when necessary.

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

This data is reviewed biweekly by district personnel and quarterly by school-level administration, as needed.

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

Data is analyzed to determine teaching practices and individual student needs. Then, instructional decisions are made based on student growth. Data is used to determine school-wide professional development (PD), PD needed for individual teachers and to analyze resources being used in the classroom

The problem-solving steps include:
problem identification, problem analysis, plan implementation, and plan evaluation. Collaboration team reviews and implements plans.

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?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FLKRS	Kindergarten students	Screener	Phonological Awareness	Annually
FSA	Grade 3-10 Students	Summative	Vocabulary, Comprehension	Annually
STAR Early Literacy	Grade K-1 Students	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
STAR Reading	Grade 1-10, Grade 11-12 Reading Intervention Students	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
DRA	Grade K-5 Students	Progress Monitoring	Fluency	Monthly
Achieve 3000	Grade 9-12 Reading Intervention Students	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	Quarterly
ACCESS (ESOL)	Grades K-12 ELL Students	Progress Monitoring	Oral Language, Phonological Awareness, Vocabulary, Comprehension	Annually
Words Their Way Spelling Inventory	Grades K-5 Students	Screener	Phonics	Quarterly
Amira Learning	K-2 students	Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary	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?

Instructional Services Staff- Carrie Fuller and Kristie Joens, Instructional Coaches and Administration

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

In all of our classrooms, our district provides evidence and research-based curriculum. Teachers will provide direct, systematic, and explicit instruction to all students. The administration performs weekly walkthroughs to ensure that this happens continuously. Additionally, district leadership does monthly walkthroughs to ensure proper curriculum use and instruction are occurring. Coaches are also in the classrooms daily working with teachers and students to provide proper instruction. If the administration, district leadership, or coaches find that this is not happening intervention will begin immediately for the classroom. That might be PD for the teacher in the area of need, proper curriculum will be gathered for use, and modeling will occur. Continuous work will happen until the teacher is able to provide the instruction.

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

Our district utilized both formative and summative assessments to gather data. Formatives are used in each classroom to drive the reading instruction. Each grade level and school use the same formatives to ensure consistency. Grade levels work together and with their coaches to use the data to drive instruction. That could be reteaching, enrichment, or moving to the next standard. Administration is also involved in the work to support teachers.

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

The district has taken several steps to incorporate literacy instruction into the content area. First, we have provided an array of books for classroom libraries, including purchasing Civics literacy books off the FLDOE book list to be used in the Civics classrooms. Additionally, our teachers use passages from Common Lit to create text sets that can be used in all subject areas. Common Lit offers passages in several languages on a variety of topics in science, history, math, and more. Teachers are continuously trained to provide vocabulary opportunities to students. This skill is needed in all content areas to broaden students' background and content knowledge. Writing is also a component of every subject taught. Exit tickets, summary (GIST) statements, essays, and short responses are noted in lesson plans and seen during classroom walkthroughs. Socratic Seminars and Philosophical Chairs are other strategies teachers have been trained in to discuss and deepen understanding of the content taught in all classes.

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

It is addressed to the administration. The administration takes the information and creates a plan of action that will serve to monitor the data and to ensure that the plan is being met.
If lesson plans or observations show a lack of implementation meetings will be scheduled to determine and discuss barriers to implement a solution to correct the concern.

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.

Each year, a team meets to discuss the upcoming school year. This team consists of district administration, school administration, reading coaches, teachers, and parents. During this meeting, numerous topics are discussed. We discuss federal programs, reading plan, assessments (both diagnostic and formative), curriculum, professional development, classroom needs (both instructional and for intervention), and family and community engagement. We take the data from the previous year both quantitative and qualitative and see where improvements need to be made. Quantitative data includes benchmark data, grades, FSA scores, and MTSS data. Qualitative data include parent and teacher surveys, professional development surveys, and notes taken throughout the year in walkthroughs and classroom visits. Once this data has been reviewed we take areas in need of improvements and rank them by priority level. We will then use those items in developing or goals for the

next school year. Those goals are then written into the K-12 Reading plan as well as other federal programs the district is awarded.

Self Reflection Tool
Districts must upload their evaluation of the District K-12 Comprehensive evidence-Based Reading Plan.

The district must use the evlauation 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:

DeSoto_K-12_CERP_Reflection_Tool_2021-2022.docx_(1).pdf
Self Reflection Tool
[Document Link](#)

School-Level Monitoring of Plan Implementation

School-level implementation - Part A
Districts must describe the process used by principals to monitor implementation of, and ensure compliance with, the reading plan, including weekly reading walkthroughs conducted by administrators. In addition, districts must describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to determine intervention and support needs of students.

What process is in place to ensure effective implementation?

The plan is communicated to each administrative team as well as school-level coaches. The plan is monitored at the district level by district-level walkthroughs and monthly principal meetings. Additionally, it is monitored at the school level by formal evaluations, walkthrough data, coaching meetings, grade level planning meeting agendas, and, lesson plans. At the district, we also work to align through our professional development offerings. Data for students is reviewed quarterly with all staff and plans are made based on the intervention needs of the students.

Who at the district level supports effective implementation?

Carrie Fuller and Kristie Joens. Reading Coaches also play an important part in implementation.

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

It is addressed by school based administration. Administration takes the information and the needs and creates a plan of action that will serve to monitor reading instruction and plan in the classrooms. District administration and school based coaches will be available to be a part of the plan, as needed.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

The purpose of reading walkthroughs are communicated on a weekly basis during planning time and monthly during faculty/staff meeting. Each month is dedicated to a specific academic look-for (i.e., questioning, student collaboration, formative assessments, etc.).

Who at the district level supports effective implementation?

Carrie Fuller and Kristie Joens. Reading Coaches also review data collected from walkthroughs with administration and discuss classroom needs.

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

It is addressed by administration. Administration takes the information and creates a plan of action that will serve to monitor reading instruction in the classroom. Coaches are also used to help teachers in need.
If lesson plans or observations show lack of implementation meetings will be scheduled to determine and discuss barriers to implement a solution to correct the concern.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

The purpose of data chats is to communicate to staff before each assessment is given. The staff receives instruction on how the assessment is to be administered (dates, times, location for students,

etc.). Once the assessment is complete a data template is sent to the staff to enter that data. The staff meets with their school-based coaches to discuss and review data trends and the next steps needed in the classroom.

Who at the district level supports effective implementation?

Carrie Fuller and Kristie Joens. Reading Coaches also review data collected with administration and discuss specific classroom needs.

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

It is addressed by the school administration. The administration takes the information and creates a plan of action that will serve to monitor the data and to ensure that student needs are being met. Administrators are in the weekly planning meets so that they can address needs immediately. Coaches work with teachers and grade levels to develop interventions based on the data gathered from both formative and summative assessments.

Summer Reading Camp

Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- ◦ Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;

- ◦ Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and

- ◦ Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

The students will work in Renaissance FLOW (strong), Common Lit (moderate), Barton Phonics (strong), and other classroom activities throughout summer school. Teachers will plan together and submit lesson plans daily. All instruction is linked to FSA standards. At the end of the camp, third-grade students will take the Renaissance STAR test, to ensure achievement in the necessary third-grade standards. The district will use the scale score determined by Just Read FL to determine proficiency.

IES Practice Guide- Assisting Students Struggling with Reading: Response to Interventions (RtI) and Multi-Tier Intervention in the Primary Grades
o Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.
o Provide time for differentiated reading instruction for all students based on assessment of student's current reading level.
o Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.
o Monitor the progress of tier 2 students at least once a month.
o Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).
o Renaissance FLOW computer assisted instructional program-

CommonLit- formative assessments-
o Hattie's strategy with effect size
o Deliberate practice of skills- 0.79
o Interventions for students with learning needs- 0.77
o Direct instruction- 0.60

IES Practice Guide- Foundational Skills to Support Reading for Understanding in Kindergarten through 2nd grade
o 1- Teacher students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.- minimal evidence

o Develop awareness of the segments of sounds in speech and how they link to letters.- strong evidence
o Teach students to decode words, analyze word parts, and write and recognize words.- strong evidence
o Barton Reading and Spelling System

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

Will the district implement this option?

Yes

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

The students will work in Renaissance FLOW (strong), Common Lit (moderate), Barton Phonics (strong), and other classroom activities throughout summer school. Teachers will plan together and submit lesson plans daily. All instruction is linked to FSA standards.

IES Practice Guide- Assisting Students Struggling with Reading: Response to Interventions (RtI) and Multi-Tier Intervention in the Primary Grades
o Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.
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o Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.
o Monitor the progress of tier 2 students at least once a month.
o Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).
o Renaissance FLOW computer assisted instructional program-

CommonLit- formative assessments-
o Hattie's strategy with effect size
o Deliberate practice of skills- 0.79
o Interventions for students with learning needs- 0.77
o Direct instruction- 0.60

IES Practice Guide- Foundational Skills to Support Reading for Understanding in Kindergarten through 2nd grade
o 1- Teacher students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.- minimal evidence
o Develop awareness of the segments of sounds in speech and how they link to letters.- strong evidence
o Teach students to decode words, analyze word parts, and write and recognize words.- strong evidence
o Barton Reading and Spelling System

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.)
72

Students who demonstrate a reading deficiency in grades K-2
218

Students who score Level 1 in grades 4-5
170

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.)
62%

Students who demonstrate a reading deficiency in grades K-2
66%

Students who score Level 1 in grades 4-5
63%

Parent Support through a Read-At-Home Plan

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

The school district has various programs in place that provides at home reading support to both students and parents. During the summer months, the school district partners with the Patterson Foundation out of Sarasota to put on the following programs: Dive into Reading, This Book is Cool, and the Campaign for Grade Level Literacy.
Dive into Reading partners students in grades 2-3 with a mentor that will read books with them each week. The books come with activities that the student can do while at home with their parents and families. This Book is Cool promotes a love of reading by providing students high- quality children's books in their home. Students grade Pre-k through 5 can register to have 20 books sent to their home throughout the summer. Activities are sent with the books, so that parents and family members can participate in reading these books.

Campaign for Grade Level Reading is a program that is run at the schools during that summer and through our District's Book Mobile, during the school year. The Book Mobile has a route on Tuesday, Thursday, and Saturday that goes throughout the community and allows books to be checked out. Certified teachers ride the bus each day and provide reading strategies to students, and parents. Once students have read the book, they can take Accelerated Reading tests to earn fun prizes, such as pencils, stickers, and bracelets. The Patterson Foundation is also holding Stronger Me Stronger We workshops to increase knowledge and personal development in the area of reading. These are open to all parents and are available virtually.

In addition to the partnership with the Patterson Foundation, the district also utilizes the Barton Reading and Spelling program. We have paraprofessionals specially trained to work with our parents on how to tutor their students at home with this program. They work afternoons, evenings, and weekends to make sure all parents that want to be trained can be trained. The district has purchased the licensing for the program, so our target students can benefit from this reading intervention at home.

Who at the district is responsible for monitoring this requirement?

Carrie Fuller and Kristie Joens

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?

It is monitored by reviewing weekly lesson plans and during classroom walkthroughs. Principals also attend weekly planning sessions where it is discussed. Progress is reported weekly by academic coaches in our department meetings. Principals will report progress in their biweekly meetings with the superintendent. Specifics are also reported in the quarterly data chats. Teachers all have a scheduled 90 minutes of uninterrupted reading block. During the reading block, they use the Core reading program (HMH: Into Reading) that has strong evidence from EdReports.org. During small group, they utilize Barton Reading and Spelling. In the IES Practice Guide- Foundational Skills to Support Reading for Understanding in Kindergarten through 2nd grade we use the below interventions with Barton.
? 1- Teacher students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.- minimal evidence
? Develop awareness of the segments of sounds in speech and how they link to letters.- strong evidence
? Teach students to decode words, analyze word parts, and write and recognize words.- strong evidence
In grades 3-5 with Barton we pair it with the IES Practice Guide- Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades
? 1- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.- strong evidence

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

Carrie Fuller and Kristie Joens

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?

First, we have provided an array of books for classroom libraries, including purchasing Civics literacy books off the FLDOE book list to be used in the Civics classrooms. Additionally, our teachers use passages from Common Lit to create text sets that can be used in all subject areas. Common Lit offers passages in several languages on a variety of topics in science, history, math, and more. Teachers are continuously trained to provide vocabulary opportunities to students. This skill is needed in all content areas to broaden students' background and content knowledge. Writing is also a component of every subject taught. Exit tickets, summary (GIST) statements, essays, and short responses are noted in lesson plans and seen during classroom walkthroughs. Socratic Seminars and Philosophical Chairs are other strategies teachers have been trained in to discuss and deepen understanding of the content taught in all classes. It is monitored by reviewing weekly lesson plans

and during classroom walkthroughs. Principals also attend weekly planning sessions where it is discussed.

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

Carrie Fuller and Kristie Joens

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

How does the district support and monitor implementation?

It is monitored by reviewing weekly lesson plans and during classroom walkthroughs. Principals also attend weekly planning sessions where it is discussed. During the summer and throughout the year, discussions are had with administration on what each grade level should be utilizing for small group instruction. Trainings are held for both teachers and administration on what evidence-based materials should be used and how it looks in the classrooms.

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

Carrie Fuller and Kristie Joens

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.

In all of our classrooms, our district provides evidence and research-based curriculum. Teachers will provide direct, systematic, and explicit instruction to all students in the six components of reading. The district gives various assessments; FLKRS, Amira Learning, Renaissance STAR, Common Lit, formative assessments, and the FSA
Data is analyzed to determine teaching practices and individual student needs. Then, instructional decisions are made based on student growth. Data is used to determine school-wide professional development (PD), PD needed for individual teachers, and to analyze resources being used in the classroom. Tier 1 instruction is standards-aligned. The district is adopting HMH curriculum for the upcoming school year. It was on the state-adopted list and has been through a rigorous vetting process both at the state level and at the district level. Our core instruction allows for accommodation for students with disabilities and English language learners. We provide specific PD for all teachers in working with students with disabilities and our English language learners. We also provide reading endorsement courses for all teachers. To date, 103 teachers have been reading endorsed. In addition, our Tier 2 and 3 instruction is specific and explicit to fit the needs of our students. We have an additional hour of reading instruction at our 3 elementary schools as well as reading intervention classes at our middle and

high school. These classes provide small group instruction in the area of need for the students. These areas of need are determined by our diagnostic and formative assessments. Students scoring below the 25th percentile on the Renaissance STAR require Tier 2 intervention. They are provided intervention at least 3 times a week for 30 minutes in a small group. Students who continue to show a reading deficiency can move to Tier 3 where they will receive individual intervention at least 3 times a week for 30 minutes.

How does the district support and monitor implementation?

It is monitored in a variety of ways. The use of the curriculum is monitored by reviewing weekly lesson plans and during classroom walkthroughs. Principals and coaches also attend weekly planning sessions where lessons are discussed. Data is analyzed to determine teaching practices and individual student needs. Then, instructional decisions are made based on student growth. Data is used to determine school-wide professional development (PD), PD needed for individual teachers, and to analyze resources being used in the classroom. After each assessment period, the coaches and teachers analyze student scores and place students into Tier 2 and Tier 3 interventions as the data allows. MTSS meetings are held as needed to review progress and student needs. School-based administration, coaches, and teachers are involved in these meetings.

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

Carrie Fuller and Kristie Joens

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:

DeSoto_K-12_Decision_Trees-_21-22_Reading_Plan-_Updated_AMIRA.pdf
DeSoto Decision Trees
[Document Link](#)

Identification of Students with a Substantial Reading Deficiency

Describe the district's process for identifying students with a substantial deficiency in reading based on the criteria above.

The process and procedures in place are: every student takes the STAR progress monitoring test and those students that fall below the 25th percentile and below are placed into Tier 2 and those students that fall below the 10th percentile and below are placed into Tier 3. For K-2 Amira Learning, students that fall below the 50th percentile and below are placed into Tier 2 and those students that fall below the 25th percentile and below are placed into Tier 3. Teachers are provided a list of their students who fall below the 25th and or 50th percentile and below by the District Coaches. Teachers are also able to pull this data from the Renaissance program, but coaches do it to streamline the process. Teachers also have the autonomy to place students into Tier 2 and 3 from classroom formatives and observations. District Coaches assist and support the development of the planning piece for Tier 2 and 3 students. District Coaches monitor the effectiveness of Tier 2 and 3 interventions. Each program, material, or strategy used for students with a substantial reading deficiency is research-based. Before any new product is brought into the district, the LEA researches it on several websites, such as What Works Clearinghouse and Ed Reports. Additionally, teachers are trained continuously on each product to ensure the program is delivered with fidelity. District level and school level admin also conduct walkthroughs in each classroom to ensure the research-based program and strategies are being used with fidelity.

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.

Students within a grade level are grouped according to reading need determined by a reading diagnostic (STAR or Amira Learning), and are instructed accordingly. We will be evaluated using the Marzano evaluation model. Teachers rated as effective or highly effective are assigned to instruct these students. For students earning a level 4 or 5 on the FSA ELA, students are grouped for additional instruction in vocabulary and comprehension to ensure students continue to enhance their reading skills. Additionally, research skills are taught to allow students to independently increase their background knowledge around many topics. All students that are receiving Tier 3 instruction is taught by a reading endorsed or certified teacher.

Grades K-2 utilize Amira Learning (strong) to diagnose and progress monitor student's reading skills. This assessment will diagnose specific areas of phonemic awareness and phonics to determine what additional intensive instruction is needed to close gaps in reading foundational skills. Lessons to address these gaps may be prescribed in the core curriculum, Into Reading (HMH). Small formative assessments are used to determine mastery and movement in the program. In grades 3-5 DeSoto utilizes the Renaissance STAR (strong) diagnostic to diagnose and progress monitor student's reading skills. Students are grouped according to their area of need each time the assessment is given. Teachers then utilize lesson assignments within the Renaissance Flow 360 (strong) program to address specific areas of need and monitor progress with short formative assessments.

Amira
ESSA Level- Strong https://www.evidenceforessa.org/programs/reading/amira

Students within a grade level are grouped according to reading needs determined by a reading diagnostic (STAR or Amira Learning), and are instructed accordingly. Student groups are kept to a maximum of six in a small group. This allows students to be given additional practice and feedback during the course of instruction. Students are grouped according to the area of reading need each time the STAR or Amira Learning assessment is given. Teachers then utilize lesson assignments within the Renaissance Flow 360 or HMH Into Reading programs to address specific areas of need and monitor progress with short formative assessments.

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

Students within a grade level are grouped according to reading need determined by a reading diagnostic (STAR or Amira Learning), and are instructed accordingly. We will be evaluated using the Marzano evaluation model. Teachers rated as effective or highly effective are assigned to instruct these students. All students that are receiving Tier 3 instruction is taught by a reading endorsed or certified teacher.

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.

K-5 Barton Reading and Spelling
The Barton Reading & Spelling System (strong) incorporates vocabulary and comprehension components at various points during instruction, typically after oral reading activities with teacher direction and higher-level word work: prefixes, suffixes, Greek words, and Latin roots. Fluency instruction is embedded; each skill is introduced, taught to mastery, and practiced in phrases, sentences, and decodable texts.

IES Practice Guide- Foundational Skills to Support Reading for Understanding in Kindergarten through 2nd grade
o 1- Teacher students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.- minimal evidence
o Develop awareness of the segments of sounds in speech and how they link to letters.- strong evidence
o Teach students to decode words, analyze word parts, and write and recognize words.- strong evidence
o Barton Reading and Spelling System

Grades K-2 may use Renaissance Flow 360 materials to practice skills, but the focus is developing phonics and fluency skills. Additionally, the district is introducing the use of Barton Reading and Spelling to be used during intervention times. At times subject-specific vocabulary is appropriate for this skill practice. Desoto utilizes CommonLit (moderate) to build background knowledge in social studies, science, and math while working on reading and writing skills for students in grades 3-5. CommonLit is used to write in response to reading passages in various content areas. This allows students to be exposed to grade-appropriate text in many subjects and offers mentor texts for comparisons of ideas and viewpoints as well as writing in response to reading. .

IES Practice Guide- Assisting Students Struggling with Reading: Response to Interventions (RtI) and Multi-Tier Intervention in the Primary Grades
o Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.
o Provide time for differentiated reading instruction for all students based on assessment of student's current reading level.
o Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.
o Monitor the progress of tier 2 students at least once a month.
o Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3).
o Renaissance FLOW computer assisted instructional program-

CommonLit- formative assessments-
o Hattie's strategy with effect size
o Deliberate practice of skills- 0.79

o Interventions for students with learning needs- 0.77
o Direct instruction- 0.60