

Santa Rosa County School District



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	Boling, Charlotte Literacy Coordinator bolingcj@santarosa.k12.fl.us (850) 863-5045
Professional Development	Short, Kelly Office of Professional Learning, Director shortk@santarosa.k12.fl.us 850 983-5111
Elementary English Language Arts (ELA)	Boling, Charlotte Literacy Coordinator bolingcj@santarosa.k12.fl.us 850 983-5045
Secondary ELA	Boling, Charlotte Literacy Coordinator bolingcj@santarosa.k12.fl.us 850 983-5045
Assessment	Patrick, Sharon Director of Continuous Improvement patrick@santarosa.k12.fl.us 850 983-5066
Data Element	King, Mandy Continuous Improvement Coordinator kingm@santarosa.k12.fl.us 850 983-3036
Reading Endorsement	Boling, Charlotte Literacy Department Coordinator bolingcj@santarosa.k12.fl.us 850 983-5045
Reading Curriculum	Boling, Charlotte Literacy Coordinator bolingcj@santarosa.k12.fl.us 850 983-5045
Summer Reading Camp	Boling, Charlotte Literacy Coordinator bolingcj@santarosa.k12.fl.us 850 983-5045
Third Grade Promotion	Martin, April Director of Elementary School martina@santarosa.k12.fl.us 850983-5063

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 Comprehensive Evidence-Based Reading Plan will be shared broadly across the district. The plan will be uploaded to the District Literacy Website and the administrative Canvas course, Literacy Connections. Once approved by FLDOE, the plan will be shared at the subsequent monthly meetings for: Instructional Division Administrative Team, Principal and Assistant Principals, and Literacy Department meetings. Additionally, the plan will be uploaded to the District Literacy Web site which is available for parents and community stakeholders. Following dissemination, a virtual meeting will be arranged for a question/answer session. There will be ongoing discussions during Grade Level Administrative meetings each month throughout the school year.

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 78%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 65%

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

FLKRS results for 2020/21 were abnormal. Extended testing window due to Covid is one hypothesis concerning the increase from 57% (2019) to 78% (2020). Santa Rosa's Kindergarten Readiness plan includes regular, collaborative meetings with Early Learning, Elementary, Literacy, and ESE departments to address VPK standards and student progress; Kindergarten Round Up initiatives encouraging families to register eligible students; School-based, Kindergarten Readiness Screeners conducted during registration process.

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	15	22	30	25	8	12	20	35	28	10
4	16	21	28	26	9	13	18	30	29	10
5	13	23	32	22	10	10	20	34	23	13
6	16	22	27	25	10	13	19	28	27	13
7	18	25	25	22	9	15	22	26	25	12
8	18	23	30	20	9	15	20	31	23	11
9	20	24	23	24	9	17	21	25	26	11
10	17	26	23	23	10	15	24	26	24	11

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

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

STAR Early Literacy and STAR Reading was administered at the end of the school year. The proficiency results (scoring at or above 40%) are: K - 77.1%, 1st - 78.7%, 2nd - 75.3%. Our goal is for each grade level to improve by 5% by the end of next school year: K to 82%, 1st to 83%, 2nd to 80%.

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.

K-3 students identified with a substantial deficiency in reading have reading allocation funds prioritized through the following items:

1. Each elementary school is allocated one Literacy Academic Intervention Specialist funded mostly through Federal Programs. These Interventionists prioritize services for students with a substantial deficiency in reading.
2. Coaches are assigned to elementary schools with the highest number of students identified with substantial deficiency in reading.
3. Tier 3 reading intervention program materials and professional development are provided for Interventionists, Coaches, and ESE teachers.
4. LETRS professional development opportunity provided for K-3 teachers.
5. UFLI professional development opportunity provided for K-3 teachers.

6. The Literacy Department supports K-5 school-based, Literacy Academic Intervention Specialists (AIS) with professional development needs. (Most school-based AISs are funded through Title 1.)

School Literacy Leadership Teams

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

Principals are advised of the School Literacy Leadership Team requirement at the August Principals' Meeting, emails throughout the year, and "Literacy Connections" (internal, web-based resource).

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

Rosters are submitted to the Literacy Coordinator who maintains a shared-file with Grade-level Directors, Literacy TSAs, and Literacy Leadership Team (LLT) Chairs. LLT Chairs submit 1st and 4th quarter activity reports which includes the roster and a synopsis of team activities.

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

Literacy Coordinator supports and monitors LLTs. The Literacy Coordinator advises Grade-level Directors of submissions and school-related activities. Grade-level Directors ensure compliance of school participation.

Professional Development

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

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

Professional development required by Section 1012.98(4)(b)11 is provided through the following ongoing pathways: Literacy Department trainings, FLDRS, LETRS, Beacon, program-based training (95% Phonics/ Comprehension, SIPPS, Phonics for Reading, Heggerty Phonemic Awareness), Literacy PLCs, and book studies. Professional development sessions include the 6 areas of reading include instructional strategies that are multisensory and taught using an explicit and systematic process. A schedule of Literacy Professional development is provided by instructional tier and grade bands for the year.

Screening, formative, and summative data are used to intensify and differentiate professional development based on school and district need. School-based data chats and Continuous Improvement meetings provide avenues for professional development needs to be shared by principals with district staff.

Mentor teachers and model classrooms are identified at schools throughout the district and serve as opportunities for new and growing teachers to learn literacy techniques and deepen content knowledge.

Principals ensure time is provided for teachers to meet weekly for professional development at their schools.

Provide a description of how the district will communicate to principals the professional development requirements and how the district will support principals with fulfilling each requirement. Include who at the district is responsible for monitoring professional development requirements and ensuring compliance.

How are professional development requirements communicated to principals?

Professional development requirements and opportunities for teachers will be communicated at the District and school levels. Professional development requirements are shared with administrators at monthly Instructional Division and Administrator meetings. Information is shared by the OPL Director and Literacy Coordinator.

Support for professional development will be provided by OPL and Literacy Departments.

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

CI Assist Superintendent, OPL Director, and Literacy Coordinator are responsible for supporting and monitoring the professional development requirements.

Grade level directors ensure compliance of the professional development plan.

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.

All Literacy Coaches hold current professional teaching certificates in an ELA area and are Reading endorsed or certified. Screening, formative, and summative data are reviewed with Grade Level Directors to determine Reading Coach placement.

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?

Principals sign a Literacy Coach Agreement that delineates the role of reading coaches as defined by 6A-6.053 (6) F.A.C. Training is provided to Administrator/Coach teams on expectations and best use of a Reading Coach.

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?

Monthly Literacy Coach meetings include professional development activities for high-impact coaching activities such as goal setting, instructional planning, data analysis, coaching cycle, study group facilitation ideas, professional development examples, and more. Additionally, specific "glow and grow" activities are shared with the Literacy Coach group to facilitate growth and generate ideas.

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

Literacy Coordinator

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

Coaches record actions weekly and report "glows and grows" at the monthly Literacy Coach meeting. Coaches submit data on a quarterly basis. Literacy Coordinator reviews data on a quarterly basis.

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

Data is reviewed monthly with Literacy Coordinator. Concerns are addressed with administrators and Reading Coach. Action steps are put in place.

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?
HMH Module assessments for Common Assessments	K-5	Formative Assessment	Phonological Awareness, Phonics, Vocabulary, Comprehension	Monthly
FSA	3rd - 12th graders	Summative	Vocabulary, Comprehension	Annually
STAR Early Literacy	K and 1st students	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
STAR Reading	2nd - 12th grade students	Progress Monitoring	Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
95% Group	K-5th Tier 3 intervention students	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month
FLKRS	KDG students	Screener	Phonological Awareness, Phonics, Vocabulary	Annually
Diagnostic Assessment of Reading	K-8	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually

District-Level Monitoring - Part B

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

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

The Assistant Superintendent for Curriculum and Instruction, Literacy Coordinator, and Grade-level Directors, Director of Continuous Improvement, and Director of ESE are responsible for the implementation, oversight, support and follow-up of the K-12 Reading Plan.

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

Curriculum for Tiers 1, 2, and 3 reading instruction/intervention are evidence-based and developed using Science of Reading foundational skills. The curriculum is presented to students in a systematic and sequential format building on simple to complex skills. Teacher manuals are designed with explicit directions and terminology ensuring consistency across the district.

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

90-minute Literacy Block professional development, Tier 1 professional development, school-based data chats, and Continuous Improvement Progress Monitoring Plans include information on using formative assessment data to differentiate reading instruction.

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 deepens understanding of content areas by using Literary Period texts and Civics Texts in K-12 classrooms. Oral communication standards are taught, practiced, and assessed using the BEST Oral Communication rubrics in K-12 content area classroom.

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

Grade Level Directors hold administrators accountable for the implementation and communicate through observations and evaluations. Site visits occur when expectations are not being met.

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level; and
- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

Describe the district's plan to meet each requirement above. Include a description of how the district will use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

The district evaluates the implementation of the K-12 Reading plan using a variety of assessment techniques.

1. Surveys. Teachers, Literacy Coaches, School-level Administrators, and Parents respond to direct and indirect survey items concerning elements of the Reading Plan.
2. Data Reviews. School-based data chats, district progress monitoring reviews, and Continuous Improvement meetings require an analysis of data (student, classroom, grade level, school, and district) and a plan for next steps (immediate and next year).
3. Monthly meetings. District leadership, School-based Administrative Teams, Literacy Leadership Teams, and Literacy Department meetings provide avenues to review literacy components at the student, teacher, curriculum, and district levels.

These assessment pathways provide opportunities to evaluate the Reading Plan through the lens of different components (leadership, assessment, curriculum, instruction, intervention, professional development, and family engagement). Once reviewed, each element can be examined to determine the effectiveness and strategies to increase literacy outcomes for students.

Self Reflection Tool

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

The district must use the evaluation to improve implementation of the district's plan for the following school year to increase student achievement.

The following documents were submitted as evidence for this section:

No files were uploaded

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 district ensures effective implementation of the K-12 Plan at the school-level through a series of supportive components.

1. Monthly administrative break-out sessions and professional development. Each month school-based administrative teams gather for district level meeting followed by grade-level break out sessions. At the break-out sessions, the Literacy Coordinator provides a Literacy Connections update and professional development on a literacy topic. The literacy topics relate directly to the K-12 Reading Plan to include elements such as developing your Literacy Leadership Team, the BEST ELA Standards, Reading Comprehension. Each professional development training ends with "Literacy Look Fors" and guidance for weekly reading walkthroughs.
2. An ELA Literacy Look-for Form (LLFF) will be sent to administrators. The LLFF will include questions that document the Literacy Look-fors and require administrators to reflect on the Literacy topic. Using OneDrive, the LLFF will be emailed to administrators (principals and assistant principals) and a response requested. LLFF responses will be collected and analyzed. Feedback and follow-up will be conducted based on the results of the LLFF. School-based visits will be conducted and resources added to the Literacy Connections for Administrators Resource (an online resource is available for administrators that includes all literacy-related requirements for site-based administrators). The site includes the K-12 Reading Plan and supporting documents needed for the plan such as the Literacy Leadership Team requirements, Curriculum/Instruction/Assessment, Literacy Professional Development, etc.

Who at the district level supports effective implementation?

Assistant Superintendent for Curriculum and Instruction, Literacy Coordinator, Director of Continuous Improvement, and Grade Level Directors

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

School-based data chats occur at the student, classroom, grade and school levels. Expectations are shared at faculty meetings, grade level meetings, and with individual teachers.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Each month at the grade-level breakout session, the Literacy Coordinator provides professional development on a literacy topic. Each professional development training ends with "Literacy Look Fors" and guidance for weekly reading walkthroughs. At the end of the month, a survey (LLFF) is sent to grade level administrators asking each to respond to two questions related to the "Literacy Look Fors". The process of professional development, Literacy Look-fors, reflection survey, and analysis of responses ensure effective implementation.

Who at the district level supports effective implementation?

Assistant Superintendent for Curriculum and Instruction, Literacy Coordinator, and Grade Level Directors

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

Grade Level Directors hold administrators accountable for the implementation and communicate through observations and evaluations. Site visits occur when expectations are not being met.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

Student progress is monitored using classroom performance, common assessments, and progress monitoring screeners (STAR). School-level administrators monitor classroom progress through report card grades and class averages (Focus reports). Teachers provide scaffolded and differentiated instruction to remediate any drop in performance. If achievement gap is not closed, a Progress Monitoring Plan is submitted for the student. The MTSS team develops a plan to close achievement gap using a progress monitoring tool designed for the learning need. The intervention instruction is closely monitored using bi-weekly or weekly data to determine the effectiveness of the instruction.

Who at the district level supports effective implementation?

Continuous Improvement Director, Literacy Coordinator, and Continuous Improvement Coordinator

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

The Continuous Improvement Department holds district-wide meetings at the beginning of each year to provide guidance on the Continuous Improvement (MTSS) process. School-level administrators are responsible for implementing the MTSS process at their schools following the district guidelines. The CI Department holds progress monitoring meetings the 2nd and 4th quarters. At these meetings, administrators present the data for their schools and explain their Tier 2 and 3 process. Feedback is provided.

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.

Summer Reading Camps will use iReady as the curriculum base for the Reading Camp curriculum. This curriculum is standards-based and builds reading foundation skills into the instruction. The teacher-led instruction includes word study (phonemic awareness and phonics), sight words, connected reading, and strategies for building vocabulary and comprehension. Evidence:<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-research-efficacy-brief-2019.pdf>

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.

The district will only provide Reading Camp for 3rd Grade.

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.)

62

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.)
47%

Students who demonstrate a reading deficiency in grades K-2
0%

Students who score Level 1 in grades 4-5
0%

Parent Support through a Read-At-Home Plan

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

The district strives to provide multiple opportunities to support students who have substantial deficiencies in reading. Students identified with a substantial deficiency in reading receive Tier 3 interventions in addition to Tier 1 and Tier 2 instruction. The Tier 3 instructional program includes a school-to-home component that also embeds frequent contact with families. Specifically, the "Read-at-Home" plan includes a handbook provided to families, regular contact with the Tier 3 interventionists, and classroom teacher.

The "Read at Home" handbook includes information regarding the reading developmental process and suggestions for family members to promote literacy activities at home. In addition to literacy information, the handbook includes references to resources (Reading Rockets, Just Take 20, BEST Standards Parental Guides, etc.) and instructional suggestions (questions to support reading, writing activities, alphabet activities, etc.). In addition, special emphasis is taken to include students with reading deficiencies with literacy celebrations such as Celebrate! Literacy Week and school based events such as Literacy Family Night, Bingo for Books, etc.

Students with a substantial reading deficiency will be invited to participate in the New Worlds Reading Initiative.

Who at the district is responsible for monitoring this requirement?

Literacy Coordinator

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?

Tier 1 instruction is standards-aligned and presented to all students (including ESE and ELLs) using an evidence-based sequence of reading instruction. HMH "Into Reading" is the FDOE approved program used by the district. "Into Reading" is taught during the 90-minute literacy block designed to build literacy skills and background knowledge for a wide range of topics. Students needing additional support during Tier 1 instruction may receive support using UDL and multisensory strategies and differentiated small group instruction. Professional development is provided to administrators and teachers on effective Tier 1 instruction throughout the year. Evidence: <https://www.fldoe.org/core/fileparse.php/5574/urlt/20-21ELAAadoptedMaterials.pdf>

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

Literacy Coordinator and Elementary Director support and monitor 90-minute Literacy Block through professional development (for both administrators and teachers), school-based data chats based on screening and progress-monitoring assessments and Continuous Improvement meetings.

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?

A wide-range of texts are used to increase students' background knowledge and literacy skills. The texts include a variety of topics such as prose, poetry, music/art/movement (humanities) and informational texts as well as texts from the recommended civics booklist. The Math/Science Department developed a series of Interactive Read-Aloud Lessons to be integrated into the Literacy Block. The Literacy Department supports the use of texts to develop background knowledge and literacy skills through professional development and resources.

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

Literacy Coordinator and the Elementary Director support Tier 1 instruction through professional development opportunities and monthly administrative meetings. Tier 1 instruction is monitored through data chats following progress monitoring assessments, literacy walkthroughs, and Continuous Improvement meetings throughout the year.

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

How does the district support and monitor implementation?

Small group instruction is used to target learning gaps and reduce barriers for students who may have difficulty achieving success in Tier 1 instruction. The Literacy Department and ESE Department provides training for teachers on topics such as UDL, structured literacy instruction, differentiated instruction, etc. Monitoring takes place at the schools level through grade level data chats and

Literacy Look-fors. District monitoring occurs at monthly district leadership meetings and each semester at the Continuous Improvement meetings.

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

Literacy Coordinator, Elementary Director, Continuous Improvement Director

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 aligns K-12 instruction with Florida's Revised Formula through the careful organization of Tier 1 instruction and Tier 2, and Tier 3 interventions.

~ Six components of reading are the focus of instruction with the FDOE Approved Reading Curriculum (K-5 HMH, Into Reading and 6-12 Savvas, My Perspective). The six areas of reading are included in the curriculum.

~ Four types of classroom assessments are used regularly to guide and evaluate reading instruction. Specifically,

screenings are used at the beginning of each year to provide additional information concerning placement and initial knowledge. STAR, STAR Early Literacy, and HMH Letter/Sound and phoneme segmentation screeners are used to screen students. Program monitoring assessments include STAR/STAR Early Literacy, Common Assessments, and progress monitoring assessments for interventions. Diagnostic assessments are used for Tier 2 and 3 students to determine specific areas of need and intervention placements. Summative Assessments are FSA and ACT/SAT used to determine the performance of Santa Rosa students on grade level benchmarks and expectations.

~ Core instruction (Tier 1) is provided to all students (including ESE and ELL) in a print-rich environment

with scaffolded and differentiated learning opportunities. The district uses HMH Into Reading (K-5) and Savvas My Perspective (6-12) as the Tier 1 curriculum.

~Immediate Intervention (Tier 2) instruction provides targeted instruction designed to support Tier 1 instruction and address learning gaps a student may experience when learning. Tier 2 interventions are provided by classroom teachers and interventionist using small group instruction. Students are provided multiple opportunities to practice skills with corrective and/or confirming feedback and frequent progress monitoring.

~Immediate intensive intervention (Tier 3) is designed for students with a substantial deficiency in reading and is taught by a reading endorsed teacher in very small groups. Evidence-based programs are used for the curriculum.

How does the district support and monitor implementation?

The Assistant Superintendent of Curriculum and Instruction, Grade Level Directors, and Literacy Coordinator ensure district support through professional development opportunities and the school-based literacy culture. To monitor the implementation of the Reading Plan, a series of supports are in place such as the Literacy Leadership Team reports, Continuous Improvement Data Chats, school-based evaluations, and classroom walk-throughs.

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

The Literacy Coordinator and Grade level directors are responsible for supporting and monitoring the alignment of K-12 Reading Instruction with Florida's Revised Formula for Success.

Assessment/Curriculum Decision Trees - Part C

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-2. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;
- Target audience (grade level);
- Performance criteria used for decision-making for each instrument;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;
- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and
- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format

The following documents were submitted as evidence for this section:

K-12_Ddecision_Trees_Aug24.pdf
<i>Santa Rosa K-12 Decision Tree</i>
Document Link

Identification of Students with a Substantial Reading Deficiency

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

A student is identified as having a substantial deficiency in reading if he or she scores at the lowest level on the FSA or STAR (STAR EL) assessments, formative assessment measures, or teacher observation data. These assessments are the district 'triggers' to investigate possible achievement concerns. Once identified, each student is placed on a progress monitoring plan (PMP) and the school-based MTSS Team determines the most effective intervention plan for the student. The plan is administered, monitored, and modified as needed to ensure success for the student.

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.

No

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.

NA

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

NA

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.

NA