

Sarasota County Schools Student Progression Plan

2024-2025 Updates



Agenda Student Progression Plan

✓ Student Progression Plan – SPP – for 2024-25

✓ Comprehensive Updates

- Elementary Updates
- Middle School Updates
- High School Updates
- ESE Updates



Student Progression Plan

A Student Progression Plan is a set of policies and procedures that determine each student's progression from one grade to the next, based upon proficiency in reading, writing, science, and mathematics

The plan is updated annually to reflect changes from State Statute, Florida Administrative Code (FAC), FDOE Policy, and District Policy



Comprehensive Updates for 24-25

What changed?

Why change is needed?

Parent to Parent/Guardian

Clarity of language and proper address to stakeholders

Addition of FAST writing grades 4-10

Writing will be a state-assessed area in 2025

No more listing of all potential protected classes (p. 12)

Revised to be consistent with language in our updated policies, procedures, and changes to Florida statutes. All Sarasota school district classes shall be available to all students without regard to any protected classification defined by state or federal laws.



Elementary School Updates for 24-25

What changed?

Monitoring of both reading and math intervention a minimum of three times per year (p. 19)

Identification of a reading deficiency begins at pre-kindergarten (p. 25)

Removal of Running Record/Observation of Reading from Progress Monitoring (p. 26)

Good Cause exemption has been extended to students retained in pre-kindergarten (p. 28)

Addition of Identification of Mathematics Deficiency and Parental Notification (p.

Why change is needed?

Alignment to State Statute
1008.25



Middle School Updates for 2024-25

What changed?

Scale scores revised for Math
Acceleration scheduling
considerations (p. 64)

Why change is needed?

i-Ready Diagnostic is given 2 times
per year rather than 3 as we have
previous done



High School Updates for 2024-25

What changed?

Inclusion of Classic Learning Test (CLT) Assessment as a Concordant Score for ELA and Math graduation requirements (p. 40)

CTE Courses count as a Performing/Fine Arts graduation requirement (p. 4)

Why change is needed?

Alignment with FDOE Rule 6A-1.09422, F.A.C.



ESE Updates for 2024-25

What changed?

Why change is needed?

Student Enrollment (p. 8)

Updated language for students with IEPs based on statute ([s. 1003.5716](#)) with working link

Updated with new ESE mission and vision (p. 16-17)

Added language to clarify overview of ESE

Extended School Year (ESY) (p. 17)

Moved from a different section for organizational flow and updated language clarity

Section pertaining to communication to parents, legal guardians and students and report cards

Removed as it is was a replication of general education information, not specific to ESE



ESE Updates for 2024-25

What changed?

Why change is needed?

English Language Learners (p. 14)

Moved section to before ESE, no changes

Exceptional Student Education (p.57-61)

Gifted section updated to align with FDOE ESE Policy and Procedure (ESE P and P), refers users to the SCS webpage and the ESE P and P. The website was updated to align with processes and procedures and will be updated with any changes in the future.

Florida's Access Points-Alternate Academic Achievement Standards (AP-AAAS) (p. 57)
Florida Standard Alternative Assessment-Florida Alternate Assessment

Updated language to include new name of instructional standards and high stakes assessments

Promotion and Retention of Exceptional Students for Standard Diploma (p. 60)

Minor edits to clarify language



ESE Updates for 2024-25

What changed?

Why change is needed?

Participation of Students with Disabilities in Assessment Programs (p. 58-61):

Change in section title
Updated language from state statute and updated working links
Waiver of Assessment Results/Scores Waivers and Exemptions (updated subtitle) and language based on state statute
Added Extraordinary Circumstances to waiver section based on state rule (p. 59)

Child with Medical Complexity (p. 59):

Added working links

Graduation Options for SWD Standard Diploma (p. 60-61):

Changed title to update with statute language
Updated information about graduation and refers to DOE website for updates

Parent/Student Notification of Diploma Options for Students Entering High School (p. 59- 60):

Deleted Charts
Refers SCS website with links to FDOE for the most current legislative changes

Deferring Receipt of Diploma (p. 60):

Needed to reflect updated state language



Comprehensive Evidence-Based Reading Plan

2024-2025

Agenda Comprehensive Evidence-Based Reading Plan

- ✓ Introduction to CERP
- ✓ Goals from Reflection of Current Practice
- ✓ Comprehensive Evidence-Based Reading Plan K-12 Updates
- ✓ Professional Learning Plan: Science of Reading K-12
 - Elementary Updates
 - Middle School Updates
 - High School Updates
- ✓ Charter Schools CERP
- ✓ Literacy for All Summer Institute



Comprehensive Evidence-Based Reading Plan



Goal: Improve student outcomes in reading.



Districts must annually submit a CERP in accordance with Section (s.) 1003.4201, Florida Statutes (F.S.).



The CERP includes a district's approach to leadership, professional learning, literacy coaching, assessment, curriculum, instruction and intervention.



The CERP focuses districts on appropriate professional learning and evidence-based reading practices proven to work.



In Sarasota County we pride ourselves in the collaborative approach to developing our district CERP.



Rule Revisions – 6A-6.053, Florida Administrative Code (F.A.C.)



Changes required date for plan submission from June 15 to August 1.



The Florida Department of Education (Department) will review and approve each board-approved plan.



Prohibits the use of three-cueing.



Adds requirements related to Students with Characteristics of Dyslexia.



Rule Revisions – 6A-6.053, Florida Administrative Code (F.A.C.)

Rule 6A-6.053(8)(a), F.A.C.

- Annually, each district must develop a CERP and submit it for approval to its governing board or authority. After approval by its governing board or authority, each district must provide its approved CERP, including approved CERPs for each charter school sponsored by the district, to the Department by August 1.

Rule 6A-6.053(8)(c), F.A.C.

- A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of ss. 1002.33(7)(a)2. and 1003.4201, F.S.





Comprehensive Evidence-Based Reading Plan Reflection and Goals

2024-2025

Reflection and Goals

Literacy Leadership and Professional Learning

- School-based administrators are fully trained in scientifically based reading research and evidence-based practices and can support teachers in integrating the Formula for Success into instructional practice.

Standards, Curriculum & Instruction

- Standards-aligned reading, writing, speaking, and listening instruction is systematically integrated throughout the day in all subject areas.
- Enhance the delivery and monitoring of Tier 3 interventions.

Assessment

- Each school has an operational plan for collecting and reviewing Progress Monitoring data regularly to evaluate the effectiveness of Tier 1, Tier 2, and Tier 3 instruction.



K-12 Updates

Essential
Connection to:

Every Opportunity 2030

- Pillars 1 and 2

Literacy 4 ALL

- Literacy Coaches and Interventionists
- Enhanced Student-Centered Coaching Model

NEW
Instructional
Resources

- Decision Trees
- Teaching tools
- Ongoing Progress Monitoring



K-12 Updates: See Attachment A

Comprehensive-Evidence Based Reading Plan: K-12 Updates

Attachment A

What has been changed/updated	Rationale	Strategic Plan Alignment
Reading Allocation Funds	State Rule Rule 6A-6.053(8)(b)3.b., F.A.C. states that expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia. Our reading allocation will be used to fund 23 Literacy Interventionists at each elementary school.	1.2 Expect Literacy for All
Dyslexia Screening	Rule 6A-6.053(6), F.A.C. Students who have characteristics of dyslexia are screened for further problem solving.	
Addition of Literacy Coaches	Rule 6A-6.053(4), F.A.C. Literacy Coaches will provide targeted support to support all Teachers give the highest quality Tier 1 instruction, which would ultimately lead to student achievement and closing the achievement gap. Literacy Coaches will use a student-centered coaching model to have a laser-like focus on student learning targets with measurement of impact in the coaching cycles. Coaches will go through the Literacy Coach Endorsement through FLDOE's pathways within the next two years.	1.2 Expect Literacy for All 1.3 Embrace Strong Instruction
Decision Trees • Resources	Addition of UFLI for Supplemental Tier 1 to address phonics deficits in the cleanest path of best practices in an explicit/systematic way which provide both student and facing materials. Addition of Benchmark Hello is supplemental to be used with the core for ELL students, for strategic oral language development that is knowledge building and culturally responsive. Addition of Benchmark Steps to Advance resource for ESE Students supplemental resource that is standards-aligned, evidence-based, and allows an entry point for all students, which is scaffolded and differentiated.	1.2 Expect Literacy for All 1.3 Embrace Strong Instruction
Professional Learning • Science of Reading • ESE Teachers focus • ELL Teachers Focus	Science of Reading will allow teachers to build pedagogy in Science of Reading practices that will be demonstrated in explicit instruction and help them with their response to instruction. It is our aim to provide school leaders, teachers, and paraprofessional to build content-based language instruction that is diversified, intensified, and culturally and linguistically sustaining. SCS must do a better job of providing equipping teachers with daily instructional practices that support both newcomers and multi-lingual learners. PL for ESE teachers requires teachers to possess a deep and comprehensive understanding of the standards, the curriculum, and their students. This allows them to develop highly responsive, explicit, and systematic instructional and behavioral supports that lead to student success and allow for responsiveness to students' diverse and complex needs. Teachers of students with disabilities must be flexible problem solvers who have expertise in using highly effective practices and are proficient in monitoring the effectiveness of these practices with the individual students and making decisions regarding changes in practice as needed..	1.2 Expect Literacy for All 1.3 Embrace Strong Instruction
Comprehensive Tiered Intervention Plan	We did an overhaul to help ALL Stakeholders understand the need for problem-solving in addition with all Tiers of instruction in a robust way. This will help intensification and extension. This is based on the understanding that all educators are teachers of all students and that collective responsibility is essential for student success. This was guided by a sense of urgency and needed results.	1.2 Expect Literacy for All 1.3 Embrace Strong Instruction



Professional Learning Focus K-12

40-hour Science of Reading Professional Learning Pathway

- Introduction to the Science of Reading
- Phonemic Awareness and Phonics
- Vocabulary Development
- Fluency
- Reading Comprehension
- Writing and Its Connection to Reading
- Differentiated Instruction and Interventions
- Data-Driven Instruction.

Literacy Cadre Professional Learning

Orton Gillingham Professional Learning by Certified Instructor

Dyslexia Certification and Focused Instruction

Model Classrooms

PLC



Elementary Updates

Amira-Dyslexia Screener

University of Florida Literacy Institute
Foundations (UFLI)

Responsive ELA Frameworks for block and
small group instruction

Enhanced ELL and ESE support and
instructional guidance within our frameworks

Literacy for All: Comprehensive Tiered
Instruction-Data Driven Problem Solving Plan



Professional Learning Focus Elementary

High Quality Tier 1 Instruction	Ongoing Progress Monitoring	Remediation and Intervention
<ul style="list-style-type: none"> • UFLI Foundational Skills and Structured Literacy • Core Curriculum Resource Training • Connecting Reading and Writing within Tier 1 Instruction • Flamingo Small Group Instruction Training- Strauss Reading Initiative <p>(University of Florida)</p> <ul style="list-style-type: none"> • School-Based Menu of Options 	<ul style="list-style-type: none"> • Revisions to progress monitoring tools to align with the Science of Reading Principles and evidence-based practices 	<ul style="list-style-type: none"> • Data-Driven Response Plan Support by grade-level • Revised Decision Trees • Enhanced ELA Frameworks



Middle School Updates

Phonics for Reading

Standards Mastery and Common Lit
360

LIFT – Addressing the needs of ELL
student

Writing Rope



Professional Learning Focus Middle School

High-Quality Tier 1 Instruction	Ongoing Progress Monitoring	Remediation and Intervention	Foundational Reading Skills
<ul style="list-style-type: none"> • Professional Learning Communities • Lesson Planning – Backwards Design and Standards-Based • Data Driven Decisions related to student tasks • FOCUS – the four principles of learning • Literacy across all content areas • The Writing Rope 	<ul style="list-style-type: none"> • Standards Mastery – a tool for teaching and learning • Personalized Learning Pathways 	<ul style="list-style-type: none"> • Common Lit 360 • Ready Reading • Teacher toolbox Study Sync and i-Ready • Lift - English through ESOL 	<ul style="list-style-type: none"> • Phonics for Reading <ul style="list-style-type: none"> ○ Research Based ○ Age Appropriate ○ Builds Self-Efficacy



High School Updates

Implementation of Core Curriculum for 9th and 10th Grade Intensive Reading – READ 180

Implementation of Core Curriculum for 11th and 12th Intensive Reading Courses – Chalk Talk

CODE Resources to support foundational reading skill development and to support ELL students in language acquisition

Reading and Writing across the content areas



Professional Learning Focus High School

High Quality Tier 1 Instruction	Ongoing Progress Monitoring	Remediation and Intervention	Foundational Reading Skills
<ul style="list-style-type: none"> • Professional Learning Communities • Literacy across content areas <ul style="list-style-type: none"> ○ Emphasis on reading and writing • Teacher Toolkits to align instruction and core materials to BEST standards and ALDs 	<ul style="list-style-type: none"> • Common Curriculum Assessments - between FAST PM 1 and PM2, PM 2 and PM 3 • Screeners for IR students to measure areas of deficiency, Lexile levels 	<ul style="list-style-type: none"> • Read 180 <ul style="list-style-type: none"> ○ adaptive platform • Chalk Talk <ul style="list-style-type: none"> ○ adaptive platform 	<ul style="list-style-type: none"> • Read 180 Implementation • CODE resources <ul style="list-style-type: none"> ○ Targeted to support fundamental language and reading skill development

Charter Schools CERP



Charter Schools may choose to opt into the district plan or develop their own CERP



Charters that elect to develop their own CERP will have it approved by their individual Governing Board and then submit to the district



District must monitor implementation of the CERP at the charter schools



Charter Schools CERP

Developing their own CERP:

- College Prep at Wellen Park
- Dreamers Academy
- Island Village Montessori School
- Sarasota Military Academy
- Sarasota School of Arts & Sciences
- Sarasota Suncoast Academy
- State College of Florida Collegiate School
- Student Leadership Academy

Following the SCS CERP:

- Imagine North Port
- Imagine Palmer Ranch
- Sarasota Academy of the Arts
- Sky Englewood
- Sky Venice
- Suncoast School of Innovative Studies



Literacy for All Institute



SUMMER INSTITUTE



- Defining the role of Literacy Coach and Literacy Interventionist
- Introduction to the Student-Centered Coaching Model
- Introduction to our revised plan for comprehensive tiered instruction and data-driven problem-solving
- Supported planning for the Literacy Team including the School Leader, Coach, and Interventionist

We would like to extend our sincere gratitude to our wonderful sponsors who supported this event:

*Charles & Margery Barancik Foundation
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Defining
Our Why

Reading opens
doors to the
rest of the
world.



Questions