

Citrus 2018-19 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Trish Douglas
Contact Email: douglast@citrus.k12.fl.us
Contact Telephone: (352) 726-1931

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students’ and teachers’ levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016 and 2016-2017 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Performance Goals							
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	56	58	55	59	56	62	63

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	49	51	51	53	52	62	63

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/ Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	24	Click here to enter text.	23	20	24	18	16
White/Hispanic	4	Click here to enter text.	7	5	7	4	3
Economically Disadvantaged/Non-Economically Disadvantaged	21	Click here to enter text.	20	18	19	16	14
Students with Disabilities/Students without Disabilities	44	Click here to enter text.	43	38	43	34	30
English Language Learners/ Non-English Language Learners	17	Click here to enter text.	32	25	34	18	12

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

All expenditures made are considered carefully to ensure they will impact student achievement and help the district meet our literacy goals through professional development, personnel, and assessment.

All professional development delivered is research-based and provides our teachers strategies to help students succeed in ELA. Professional development continues to focus on supporting teachers with: best practices for reading instruction, standards-based instruction, strategies to integrate reading and writing across the content areas, multisensory strategies to increase reading success, as well as strategies to support struggling readers.

One area we have consistently analyzed is the performance of our high school students, as they have declined in ELA achievement over the last three years. Student performance data paired with staff turnover of ELA and reading teachers have created a need for further resources to be allocated. Last year, the district hired two additional reading/literacy coaches. One reading/literacy coach was placed at each of the three high schools in order to maximize the impact of the literacy coaches and to help improve high school student achievement. One reading/literacy coach will be funded through the reading grant; the others will be funded through alternative district funds so that each high school can have a reading/literacy coach.

We will continue to allocate funding for computerized assessment suites so that teachers have meaningful data and progress monitoring tools to help target students' literacy needs. Through platforms such as Successmaker and Achieve3000, teachers can more efficiently track their students' achievement and maximize their instruction.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

-District level administrators from the following departments: Executive Team, Educational Services (including Research & Accountability, Elementary Education, Secondary Education, Professional Development, Title I, and Title III), Exceptional Student Education, and Student Services

-District level Program Specialists, TOSAs, and Reading/Literacy Coaches

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

-The district collects a variety of school-level progress monitoring data to determine that students are progressing towards the aforementioned district goals.

-At the elementary level, the following progress monitoring tools are used: FastBridge aReading (K-5), District ELA Formative Tests (K-5), Successmaker (K-

5), FLKRS (K), Kindergarten Skills Card (K), FastBridge earlyReading & CBMreading (1-2), District 3rd Grade Portfolio (3), Study Island (3-5)

At the secondary level, the following progress monitoring tools are used: District ELA Formative Tests (6-10), District EOTs (11-12), Achieve3000 (9-10), Study Island (6-8), Successmaker (6-8)

C. How often will student progress monitoring data be collected and reviewed by the district?

-District level administrators meet with school level administrators throughout the school year to monitor progress towards meeting the student achievement goals identified on each site's School Improvement Plan.

-District level administrators schedule monthly district meetings with school level administrators to monitor student data, track progress towards district goals, and share information relevant to assessment and district goals.

-District personnel responsible for collecting and analyzing the formative assessment data through Performance Matters / Unify (an electronic data collection system) conduct district, school, grade, and content area data analysis (as assessments are completed) to provide ongoing support to schools with data-driven decision making and standards-based instruction.

-District level Program Specialists, TOSAs, and Reading/Literacy Coaches attend quarterly "Days Days" with respective grade levels, and departments to review student data collected during that quarter, monitor student progress towards district goals, and share instructional resources/strategies to promote achievement of specified goals.

-District and school level personnel review elementary FastBridge assessment data three times a year. The FastBridge assessments are administered at the beginning, middle, and end of the year. They serve as broad screening measures to identify students who show high risk, some risk, or low risk of not performing adequately on state, standardized assessments.

4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

District level leadership has formed a partnership with building level administrators, who are the first line for understanding the existing interventions and supports being applied in the classroom. This collaboration is used to develop plans for additional and varied instructional tasks needed to bring about growth in that school. District level leaders, along with building level administrators, determine the areas of need and allocate resources which may include: professional development for teachers, instructional supplemental tools, or opportunities for collaboration between educators (i.e. lesson study, cross school visits, modeled lessons, data chats with focused attention on areas of need). More specifically, the following actions occur in elementary and secondary schools to facilitate academic improvement.

Elementary: -The Director of Elementary Education schedules monthly district meetings with school literacy TOSAs to review and discuss intervention goals and

options. -The Director of ESE schedules monthly district meetings with school-based ESE Specialists and Psychologists to review and discuss goals identified through an Individualized Education Program (IEP) or Progress Monitoring Plan (PMP). -School level administrators schedule “Data Days” for grade level teams on a quarterly basis to analyze progress monitoring data. -Data from the FastBridge broad screening assessments is used to determine which students need additional diagnostic assessments to target their specific needs. -Intervention groups and goals are adjusted based on “Data Days” data analysis. -Instructional strategies targeting specific deficiencies are implemented as a result of “Data Days” discussions. -District personnel responsible for collecting and analyzing the formative assessment data through Performance Matters / Unify (an electronic data collection system) participate in school data analysis to provide ongoing support in data-driven decision making and standards-based instructional methods. -The infrastructure for the K-12 MTSS/Problem Solving Model is supported through a series of ongoing trainings focused on: the MTSS Process, data analysis, gap analysis, and rate of improvement when setting intervention goals. - School-based MTSS Problem-Solving Teams (PSTs) meet weekly to monitor students who are not progressing towards their IEP or PMP goals. PSTs conduct gap analysis and calculate rate of progress to determine what intensity of intervention or support is required for students to meet their individual goals. -District funding is provided for “Data Days”; professional development relevant to reading assessment, progress monitoring tools, and diagnostic assessments; and professional learning communities.

Secondary: -The Director of Secondary Education schedules monthly district meetings with middle school literacy TOSAs, high school literacy coaches, and curriculum assistant principals to review and discuss intervention goals and options. - The Director of ESE schedules monthly district meetings with school-based ESE Specialists and Psychologists to review and discuss goals identified through an Individualized Education Program (IEP) or Progress Monitoring Plan (PMP). -School-level administrators schedule “Data Days” for departments on a semester basis to analyze progress monitoring data. “Data Days” also focus on state assessment results and instructional implications. -Data from the Achieve3000 is used to determine which students need additional diagnostic assessments to target their specific needs. - Intervention groups and goals are adjusted based on “Data Days” data analysis. - Instructional strategies targeting specific deficiencies are implemented as a result of “Data Days” discussions. -District personnel responsible for collecting and analyzing the formative assessment data through Performance Matters/Unify (an electronic data collection system) participate in school data analysis to provide ongoing support in data-driven decision making and standards-based instructional methods. -The infrastructure for the K-12 MTSS/Problem Solving Model is supported through a series of ongoing trainings focused on the MTSS Process, data analysis, gap analysis, and rate of improvement when setting intervention goals. -School-based MTSS Problem-Solving Teams (PSTs) meet as needed to monitor students who are not progressing towards their IEP or PMP goals. PSTs conduct gap analysis and calculate rate of progress to determine what intensity of intervention or support is required for students to meet their individual goals. -District funding is provided for “Data Days”; professional development relevant to reading assessment, progress monitoring tools, and diagnostic assessments; and professional learning communities.

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

- District level administrators from the following departments: Executive Team, Educational Services (including Research & Accountability, Elementary Education, Secondary Education, Professional Development, Title I, and Title III), Exceptional Student Education, and Student Services
- District level Program Specialists, TOSAs, and Reading/Literacy Coaches provide standards-based professional development to school-level administrators, TOSAs, and teachers

B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

Elementary:

During the 90-minute reading block, the core reading program, Scott Foresman - Pearson Reading Street, is utilized. This program addresses the six areas of reading and supports whole group instruction, small group instruction and targeted intervention through differentiated instructional strategies. The district level Program Specialist works in tandem with Teachers on Special Assignment at each school, along with teachers, to develop curriculum maps. The curriculum maps align materials from the core reading series, as well as other supplemental resources, to the Florida Standards for ELA.

Additionally, many of the district's elementary schools schedule a 120-minute ELA block to support the integration of reading and writing, and reflect the connectedness of the Florida Standards for ELA. As mandated by the Florida Standards for ELA, K-5 teachers use the 90-minute or 120-minute literacy block to emphasize the importance of text dependent questions to guide the purpose for reading and writing; multiple opportunities for close reading; graphic organizers and deconstruction strategies to collect evidence/elaboration from text(s); time for drafting, revision, and teacher/peer conferencing before final writing.

Through professional development, district ESE Specialists support ESE teachers with the implementation of access points in the reading block. Through professional development, district ESOL Coordinators support ESOL teachers with the implementation of the ELD standards in the reading block.

Evidence that teachers are providing instruction that meets the Florida Standards for ELA includes:

- An administrator conducts a formal observation at least once a year
- Weekly lesson plans identify the ELA standards being covered
- Daily student work demonstrates understanding of the taught ELA standards
- Weekly grades reflect students' progress towards mastery of the ELA standards
- Biweekly Grade 3 ELA formative assessments show students' progress towards mastery of the ELA standards

- Grades 4-5 ELA formative assessments, administered twice a year, show students' progress towards mastery of the ELA standards
- Results of FastBridge screening assessments, administered three times a year, indicate students' progress towards mastery of the ELA standards
- District and school level ESOL coordinators work regularly with teachers of ESOL students to ensure that ELD standards are integrated into the reading block
- District and school level ESE specialists work regularly with ESE teachers to ensure that students working towards access points are supported during the reading block
- Intensive interventions are scheduled for students requiring additional support to master the Florida Standards for ELA. Schools provide 60 extra minutes of reading instruction five days a week to small groups of students requiring intensive support. The number of students scheduled for intensive intervention is based on student data and each school's allocation of resources to sustain intensive intervention.
- Tri-annual K-5 District Writing Prompts to review and address students' needs in regard to the writing standards. Data is collected and reviewed by district staff, school administrators, and teachers

Secondary:

During the ELA class, HMH Collections is utilized. This series focuses on helping students analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. The district level Program Specialist works in tandem with teachers to develop curriculum maps which center on the Florida Standards for ELA; these maps drive classroom instruction.

Additionally, students who have not shown mastery of the Florida Standards for ELA on state assessments are enrolled in an additional reading course to provide remediation in students' areas of weakness. In this course, teachers utilize Cengage Inside (middle school) or Edge (high school). The focus of this course is providing instruction in reading strategies such as text dependent questions to guide the purpose for reading and writing; multiple opportunities for close reading; graphic organizers and deconstruction strategies to collect evidence/elaboration from text(s); and routine writing to texts.

Through professional development, district ESE Specialists support ESE teachers with the implementation of access points in the ELA/reading class. Through professional development, district ESOL Coordinators support ESOL teachers with the implementation of the ELD standards in the reading block.

Evidence that teachers are providing instruction that meets the Florida Standards for ELA includes:

- An administrator conducts a formal observation at least once a year
- Weekly lesson plans identify the ELA standards being covered
- Daily student work demonstrates understanding of the taught ELA standards
- Weekly grades reflect students' progress towards mastery of the ELA standards
- Grades 6-10 ELA formative assessments, administered twice a year, show students' progress towards mastery of the ELA standards
- Results of Achieve3000 (9-10) assessments, administered three times a year, indicate students' progress towards mastery of the ELA standards
- District and school level ESOL coordinators work regularly with teachers of ESOL students to ensure that ELD standards are integrated into the reading block

-District and school level ESE specialists work regularly with ESE teachers to ensure that students working towards access points are supported during the reading block

6. How often will this evidence be collected at the district level?

The district will ensure that through the use of student reading data from district formative assessments (administered twice a year), as well as tools embedded within the core reading text (on a weekly basis), that systematic and explicit instruction will be aligned with the Florida Standards. Instruction will be data-driven and based on student needs. Citrus County uses a research-based core curriculum which is guided through the development of a scope and sequence guide that ensures the use of high-quality, explicit and systematic strategies to ensure mastery of the Florida Language Arts Standards. Additional evidence will be collected through the following means:

- Administrators' weekly review of lesson plans
- Administrators' daily walkthroughs
- Administrators' subject area walkthroughs guided by standards-based walkthrough tools highlighting best practices
- Administrators' review of master lessons developed by grade level teams
- Monthly meetings between district staff, school administrators and reading leadership teams to discuss the implementation of all reading programs and strategies
- Site visits by the superintendent, assistant superintendents, directors of curriculum, and program specialists conducted throughout the year as needed
- District team's walkthrough (twice a year)
- District-wide trainings supporting explicit reading and writing strategies
- District ELA formative assessment data analysis during regularly scheduled data chats
- Grade level review of data matrices capturing student performance on various reading assessments and data collected from the core reading series, as well as supplemental materials
- District-developed curriculum maps provide suggestions and resources by grade level to promote systematic and explicit reading instruction through the support of the core programs
- Tri-annual 4th/5th grade District Writing Prompts to review and address students' needs in regard to the writing standards. Data is collected and reviewed by district staff, school administrators, and teachers

7. In regard to access to informational text for each content area in a variety of mediums, please address the following:

A. Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?

As a part of the district's ongoing designing and refining of curriculum maps for core content areas, Citrus County Schools includes a collaborative review of the variety of and the complexity of texts, anchor as well as supplemental texts, as a part of the development of the curriculum maps. District program specialists and content area TOSAs are primarily responsible for ensuring access to complex text by facilitating curriculum mapping reviews. Reviews are conducted by teacher

representatives, TOSAs, reading interventionists, and administrators. Also, as a point of applying the ELA standards across the content areas, the identification of academic, as well as Tier II vocabulary appropriate to the course content, is included in this process. The final curriculum maps are shared with principals, curriculum assistant principals and curriculum leads, as well with teachers of the content area. In addition, district staff guides the development of the curriculum maps, support the implementation at the school level, and provide ongoing learning opportunities to refine and review the new features of the map.

B. In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?

Citrus County Schools continues to support a variety of digital media, including Achieve3000, CommonLit, NewsELA, and Study Island. These resources allow teachers access to variety of texts at different complexities and readability levels. Since our district is 1:1, these digital resources provide students opportunities to engage with complex text via the iPad. District program specialists, TOSAs, and technology specialists assist with monitoring and supporting usage of digital text.

8. In regard to Universal Design for Learning (UDL), please address the following:

A. Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?

The district supports classroom instruction that is accessible to the full range of learners by offering professional development on Universal Design for Learning. Additionally, district level administrators and personnel in the ESE and Educational Services departments work with school level leadership to provide training and resources that support classroom instruction for the full range of learners. The district-developed curriculum maps provide various suggestions and resources by grade level to support differentiation. The curriculum maps offer print and multimedia resources to help engage all learning modalities.

Each school utilizes a Problem Solving approach to develop the appropriate learning plan based upon the established model of MTSS. The Problem Solving Team at each school consists of the administrators, ESE specialist, psychologist, classroom teacher, interventionist, guidance counselor, TOSA, parent, and representatives from other auxiliary services as needed. Students who are identified below grade level in reading are supported through varying interventions aligned with core curriculum and increase in intensity to best meet the needs of the student. Student response data is analyzed frequently by the PST as a part of the decision-making process to determine adjustments to interventions and whether to seek consent to conduct an evaluation to determine eligibility for special education and related services.

District ESE staff designs professional development on the MTSS framework to help schools understand how to place students in appropriate tiers and interventions to best meet their needs. These MTSS professional development modules are designed for school leadership teams to share with staff members to promote the

understanding of how student response data drives all decision making, including adjustments to interventions and eligibility for special services.

B. What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?

Evidence is collected through:

- Administrators' regular review of lesson plans and classroom walkthroughs to ensure that UDL guidelines are supported, such as -multiple means for engagement to support purposeful, motivated learners who have options for self-regulation, sustaining effort and persistence, and recruiting interest; -multiple means of representation to create resourceful, knowledgeable learners who have options for comprehension, language and mathematical expression, and perception; -multiple means of action and expression to support strategic, goal-directed learners, as demonstrated through goal-setting; use of multiple media and tools for communication, construction, and composition; and opportunities for practice and performance.

- Monthly meetings between district staff, school administrators and reading leadership teams to discuss the implementation of all reading programs and strategies, including accommodations for the full range of learners.

-District-wide trainings to support an understanding of how FastBridge progress monitoring data can help teachers make decisions to support the future instruction of the full range of learners.

-Review of district ELA formative assessment and classroom assessment data during regularly scheduled data days to drive instruction that is accessible to the full range of learners.

C. How often will this evidence be collected at the district level?

District level administrators, program specialists, and TOSAs conduct site-based walk-throughs twice a year to collect data on classroom instruction and how it is meeting the full range of learners.

Evidence of student achievement across all student subgroups is collected throughout the year in Performance Matters / Unify. After the administration of district formative assessments, the Research and Accountability department helps facilitate data analysis so that schools can target specific needs of student subgroups.

The district MTSS Committee meets at least once a year to review the district's MTSS framework. As part of the review, committee members review academic and behavioral data, discuss services, and develop resources for schools to support professional development on MTSS and UDL. District representatives from the MTSS Committee visit schools to conduct needs assessments with school-based MTSS teams to determine how to better support the MTSS framework.

9. **As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.**

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* Office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

Lindy Woythaler- Director of Professional Development

- 2. What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

\$11,754.00

- 3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?

Lindy Woythaler- Director of Professional Development

- 4. Was the training in question #3 funded through the Research-Based Reading Allocation? If not, please list the funding source for this training.**

Yes, in addition to partial funding through Title IV grant.

Reading/Literacy Coaches

The *Just Read, Florida!* Office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps. Please answer the following questions regarding reading/literacy coaches:

1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.

Our schools are served by Teachers on Special Assignment (TOSA), a reading interventionist, and three literacy coaches.

The qualifications for TOSA and reading interventionist are as follows:

-Bachelor's Degree with certification/eligibility in the appropriate field

-Three years of successful teaching

The qualifications for literacy coach are as follows:

-Bachelor's Degree with certification/eligibility in the area of assignment preferred - Competence in subject matter assigned to teach

-Knowledge of computer applications and educational technology as related to instructional function

2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?

The allocation of literacy coaches is based on school population and student achievement data on the statewide assessment in reading. Availability of other resources at the schools that may meet the school literacy needs is also considered. For SY 2018-2019, each of the three high schools will be supported by a district reading coach. In schools that do not have a reading/literacy coach, a Teacher on Special Assignment (TOSA) assumes this role. As leads for curriculum and instruction, they receive professional development, facilitate data chats and lesson study teams, and participate in district-led meetings focused on literacy instruction.

Crystal River High School- Reading Coach

Lecanto High School- Reading Coach

Crystal River Middle School- TOSA

Lecanto Middle School- TOSA

Citrus Springs Middle School- TOSA

Inverness Middle School- TOSA

Inverness Primary School- TOSA

Pleasant Grove Elementary School- TOSA

Hernando Elementary School- TOSA

Forest Ridge Elementary School- TOSA

Central Ridge Elementary School- TOSA

Citrus Springs Elementary School- TOSA

Lecanto Primary School- TOSA

Rock Crusher Elementary School- TOSA

Crystal River Primary School- TOSA

- 3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

Literacy is our biggest need across the district. Each school is provided instructional support through positions such as reading/literacy coach/teacher on special assignment.

- 4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:**

- a. Elementary:9
- b. Middle:4
- c. High:2

- 5. How is the effectiveness of reading/literacy coaches measured in your district?**

Evidence of Effectiveness of Coach-Provided Professional Development:

- FSA ELA Assessment Data -District ELA Formative Assessment Data
- Positive feedback/positive evaluation average from participants of coaches' trainings via the required ERO evaluations
- Student/teacher samples of implementation of professional development delivered - Strategies learned from professional development are implemented into lesson plans

- 6. What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?**

\$656,500.00

Supports for Identification and Intervention of Students With Reading Deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

- 1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?**

Floral City Elementary and Homosassa Elementary

- 2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.**

These schools have our highest free and reduced lunch population. These positions provide instructional support and are funded through the Research-Based Reading Instruction Allocation and Title I.

3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:

- a. Elementary:2
- b. Middle:0
- c. High:0

4. What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?

\$38,000.00

5. Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:

N/A

6. What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?

\$0.00

7. If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.

Title I will fund 50% of the intervention teachers.

Summer Reading Camps

Please complete the following questions regarding SRC.

- 1. **SRC Supervisor Name:**Trish Douglas
- 2. **Email Address:**douglast@citrus.k12.fl.us
- 3. **Phone Number:**(352) 726-1931
- 4. **Please list the schools which will host a SRC:**

Pleasant Grove Elementary, Crystal River Primary School, Forest Ridge Elementary School

5. Provide the following information regarding the length of your district SRC:

- a. **Start Date:** June 11, 2018
- b. **Which days of the week is SRC offered:** Monday-Thursday
- c. **Number of instructional hours per day in reading:** 4.00
- d. **End Date:** July 6, 2018
- e. **Total number of instructional hours of reading:** 64.00

6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?

Yes

7. What is the anticipated teacher/student ratio?

1:10

8. Will students in grades other than grade 3 be served as well? If so, which grade level(s)?

Second grade students and ELL students in grades K-5 will also be served during SRC.

9. What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?

During the application and hiring process, the coordinators of SRC will work with the HR department to review the qualifications and certifications of all SRC applicants. Selected teachers must possess elementary certification and have earned a “Highly Effective” or “Effective” rating in instructional practices as indicated on our district evaluation system. Preference will be given to teachers who possess a Reading Endorsement. SRC teachers who will serve ELL students must hold ESOL Certification or ESOL Endorsement.

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	\$13,100.00
District expenditures on reading coaches	\$656,500.00
District expenditures on intervention teachers	\$38,000.00
District expenditures on supplemental materials or interventions	\$0.00
District expenditures on professional development	\$11,754.00
District expenditures on summer reading camps	\$0.00
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	\$0.00
Flexible Categorical Spending	\$0.00
Sum of Expenditures	\$719,354.00
Amount of district research-based reading instruction allocation for 2018-2019	\$719,354.00

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
 - 1) Scaled score of 497-529
 - 2) Scaled score of 438-496
 - 3) Scaled score of 437 and below; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Elementary K-5 Identification/Intervention Decision Making Process

Tier 1

Core instruction is provided in the general education classroom using scientifically research-

Universal screeners/assessments administered. Teacher observations and data of all students are analyzed. (See

Are students making adequate progress in the core? Are they meeting proficiency requirements or are they one track to meet proficiency expectations by the end of the year? Did their scores on the universal screeners/assessments indicate a reading deficiency and need to intervention? (See table B for FLKRS scores/tables C/D for other assessments)

Continue to provide core instruction.

Yes

No

Analyze core instructional program.

Is core instruction effective for at least 80% of the

Yes

No

Return

Classroom teacher provides differentiated instruction, small group remediation, and implements UDL/multisensory strategies to address the area(s) of concern. Student progress is monitored using: Successmaker, teacher observation, classroom grades, and other progress monitoring tools.

Are students making adequate progress with core plus differentiated instruction, small group remediation, UDL strategies, and multisensory strategies? Are they meeting proficiency expectations or are the on track to meet proficiency expectations by the end of the year as measured by the screeners/assessments referenced above?

No

Tier 2

Classroom teacher reviews the student's strengths and weaknesses and determines why the student is not achieving (what skill(s) are they lacking?). A PMP is developed for the area(s) of concern. Small group intensive interventions are implemented. (See Table D) Bi-weekly (minimum) progress monitoring data is collected. Parents are notified/conferences are held to address the concerns.

Is the student responding to the Tier 2 interventions? Are the skills taught in Tier 2 being generalized to core? Is the student meeting expectations according to progress monitoring data/assessments, or are they on track to meet the proficiency expectations by the end of the year?

Continue to provide Tier 2 interventions. Perform gap analysis to determine if it is closing, consider moving back to Tier 1.

Yes

No

Complete diagnostic to determine specific skill deficits.

Return to Tier 2.

Change intervention if student is not responding/diagnostic indicates different skill deficit.

Tier 3

Student has been identified as having a substantial reading deficiency. The Problem-Solving Team meets and discusses the results of the diagnostic testing, specific skills that need to be targeted, and intensive reading instructional needs. The PMP/intervention is updated, and Tier 3 interventions begin. Weekly (minimum) progress monitoring data is collected.

Is the student responding to core + Tier 2 + Tier 3 interventions according to the progress monitoring data? Are the skills taught in intervention groups being generalized to core? Are they meeting proficiency expectations or are they on track to meet proficiency expectations by the end of the year?

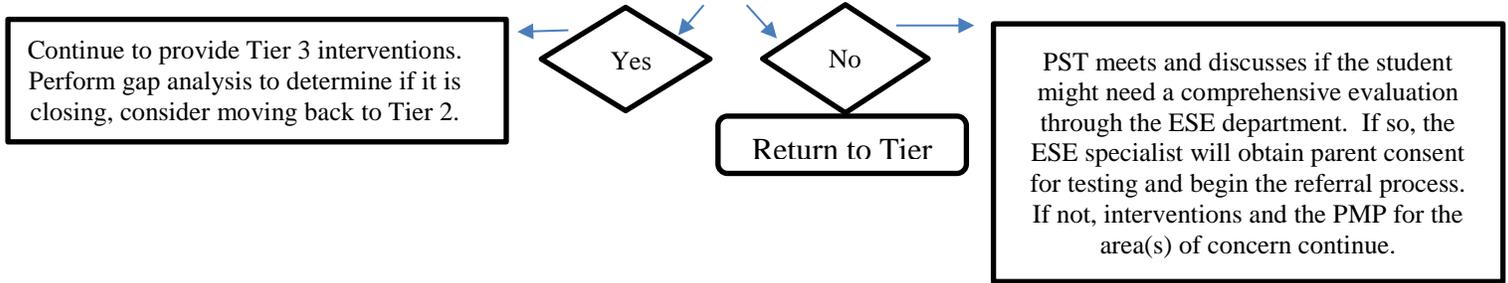


Table A: Universal screeners/assessments

Grade level	Screeners/assessments to identify deficiencies
Kindergarten	Florida Kindergarten Readiness Screener, ESGI, Teacher observation, Successmaker
1-3	Fastbridge, Successmaker, Teacher observation, District assessments
4-5	Past FSA scores, Fatsbridge, District assessments, Successmaker, Teacher observations

Table B: FLKRS intervention plan

Scaled Score	Intervention Plan
497-529	<ul style="list-style-type: none"> Progress monitoring through the use of the Kindergarten Skills card to determine specific area of need. Interventions provided based on results. Small group instruction provided during 90-minute reading block to differentiate instruction. Successmaker intervention used to target deficits. Read and home plan provided to parents
438-496	<ul style="list-style-type: none"> Progress monitoring through the use of the Kindergarten Skills card to determine specific area of need. Interventions provided based on results. Small group instruction provided during 90-minute reading block to differentiate instruction. Successmaker intervention used to target deficits. Possible Tier 2 PMP implemented depending on MTSS flowchart and PST/RTi committee meeting. Read at home plan provided to parents
437 and below	<ul style="list-style-type: none"> Progress monitoring through the use of the Kindergarten Skills card to determine specific area of need. Interventions provided based on results. Small group instruction provided during 90-minute reading block to differentiate instruction. Successmaker intervention used to target deficits. Possible Tier 2 PMP implemented depending on MTSS flowchart and PST/RTi committee meeting. Read at home plan provided to parents

Table C: Performance Benchmarks used for Intervention Determinations

Fastbridge					
Benchmark - aReading					
Grade	Metric	Risk Level	Fall	Winter	Spring
KG	Scaled Score	College Pathway	>= 404.0	>= 434.0	>= 445.0
		Some Risk	< 387.0	< 417.0	< 435.0
		High Risk	< 373.0	< 391.0	< 416.0
ONE	Scaled Score	College Pathway	>= 447.0	>= 473.0	>= 482.0
		Some Risk	< 435.0	< 454.0	< 471.0
		High Risk	< 416.0	< 440.0	< 453.0
TWO	Scaled Score	College Pathway	>= 483.0	>= 495.0	>= 502.0
		Some Risk	< 469.0	< 481.0	< 489.0
		High Risk	< 450.0	< 470.0	< 477.0
THREE	Scaled Score	College Pathway	>= 501.0	>= 509.0	>= 516.0
		Some Risk	< 487.0	< 497.0	< 503.0
		High Risk	< 475.0	< 482.0	< 489.0
FOUR	Scaled Score	College Pathway	>= 513.0	>= 520.0	>= 526.0
		Some Risk	< 500.0	< 507.0	< 513.0
		High Risk	< 486.0	< 494.0	< 499.0
FIVE	Scaled Score	College Pathway	>= 523.0	>= 529.0	>= 534.0
		Some Risk	< 509.0	< 517.0	< 522.0
		High Risk	< 497.0	< 503.0	< 507.0

Students will receive interventions for scores falling in the “high risk” range for each grade level.

- Small group instruction provided during 90-minute reading block to differentiate instruction.
- Successmaker intervention used to target deficits.
- Possible Tier 2/3 PMP implemented depending on MTSS flowchart and PST/RTi committee meeting.
- Read at home plan provided to parents

Read and home plan provided to parents

For students falling in the “some risk” range, other data (Successmaker, classroom grades, FSA scores, or District Assessment scores) will be reviewed to determine whether an intervention is needed.

- Small group instruction provided during 90-minute reading block to differentiate instruction.
- Successmaker intervention used to target deficits.
- Possible Tier 2 PMP implemented depending on MTSS flowchart and PST/RTi committee meeting.
- Read at home plan provided to parents

Table D: Successmaker/District Assessment Benchmarks Used for Intervention Determinations

Successmaker	District Assessments
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<p style="text-align: center;">Florida, FL SuccessMaker Courseware Benchmark Levels 2017</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Reading</th> <th rowspan="2">Grade Level</th> <th colspan="2">Math</th> </tr> <tr> <th>60%</th> <th>80%</th> <th>60%</th> <th>80%</th> </tr> </thead> <tbody> <tr> <td>1.0</td> <td>1.1</td> <td>K</td> <td>0.9</td> <td>1.0</td> </tr> <tr> <td>2.0</td> <td>2.2</td> <td>1</td> <td>1.8</td> <td>2.0</td> </tr> <tr> <td>3.0</td> <td>3.4</td> <td>2</td> <td>2.7</td> <td>3.0</td> </tr> <tr> <td>4.0</td> <td>4.5</td> <td>3</td> <td>3.6</td> <td>4.0</td> </tr> <tr> <td>4.9</td> <td>5.5</td> <td>4</td> <td>4.4</td> <td>4.8</td> </tr> <tr> <td>5.8</td> <td>6.5</td> <td>5</td> <td>5.4</td> <td>5.9</td> </tr> </tbody> </table>	Reading		Grade Level	Math		60%	80%	60%	80%	1.0	1.1	K	0.9	1.0	2.0	2.2	1	1.8	2.0	3.0	3.4	2	2.7	3.0	4.0	4.5	3	3.6	4.0	4.9	5.5	4	4.4	4.8	5.8	6.5	5	5.4	5.9	<p>80%-100%: Standard Mastery:</p> <ul style="list-style-type: none"> Small group differentiation provided during 90-minute reading block to target any areas of deficiency
Reading		Grade Level		Math																																				
60%	80%		60%	80%																																				
1.0	1.1	K	0.9	1.0																																				
2.0	2.2	1	1.8	2.0																																				
3.0	3.4	2	2.7	3.0																																				
4.0	4.5	3	3.6	4.0																																				
4.9	5.5	4	4.4	4.8																																				
5.8	6.5	5	5.4	5.9																																				
<p>Not meeting SM Goals:</p> <ul style="list-style-type: none"> Interventions provided based on results and specific standards indicated on assessment results. Small group instruction provided during 90-minute reading block to differentiate instruction. Successmaker intervention used to target deficits. Possible Tier 2 PMP implemented depending on MTSS flowchart and PST/RTi committee meeting. Read at home plan provided to parents 	<p>70%-79%: Meets Threshold</p> <ul style="list-style-type: none"> Small group differentiation provided during 90-minute reading block to target areas of deficiency <p>0%-69%: Below Threshold</p> <ul style="list-style-type: none"> Interventions provided based on results and specific standards indicated on assessment results. Small group instruction provided during 90-minute reading block to differentiate instruction. Successmaker intervention used to target deficits. Possible Tier 2 PMP implemented depending on MTSS flowchart and PST/RTi committee meeting. Read at home plan provided to parents 																																							

Table E: List of interventions and descriptions provided to K-3 students with reading deficiencies through Tier 2/Tier 3

Possible interventions (Multisensory indicated with an *)	Description
Discover Intensive Phonics*	Explicitly teaches phonics sounds as well as phonics rules.
Read Well*	This program develops the five components in reading; vocabulary, fluency, spelling, phonemic awareness, and comprehension.
Sing Spell Read Write*	A comprehensive program that allows students to learn letters, sounds, blends, clusters, digraphs through music.

Words Their Way in Action*	This program is designed to improve students' basic phonics recognition, spelling, and vocabulary using different modalities of learning.
Phonographix*	A program that incorporates tactile letter formation, letter tile manipulation and repetition to learn foundational reading skills.
Seeing Stars*	The Seeing Stars program develops symbol imagery - the ability to visualize sounds and letters in words - as a basis for orthographic awareness, phonemic awareness, word attack, word recognition, spelling, and contextual reading fluency.
95% Phonics*	Teaches explicit phonics lessons targeted at a specific phonics skill using chips to stand for sounds in words.
Snap Words*	Sight words with pictures or body motions attached to each word. Snap words help attach a visual to words for students struggling
Read Naturally*	Program that allow repeated readings to improve fluency. Has comprehension questions and vocabulary support as well.
SRA *	Scripted direct instruction programs. There are many some that are for younger students such as Early Reading Tutor and Early Interventions. Some for Grades 4 or 5 include Corrective Reading and Decoding A, B1, B2, and Spelling Through Morphographs. Phonemic awareness is explicitly taught through scripted lessons.
Earobics	Computerized program that offers students practice in auditory attention, sequential memory, phoneme identification, phonological awareness, pattern recognition and word closure. Teachers have the ability to select and target specific skills for students to work on AND data reports can be generated.
Hearbuilders	Computer program (CD) that works on phonological awareness.
Language for Learning	Scripted direct instruction program for early language development. It begins very basic and increases as students progress through.
Language for Thinking	Scripted direct instruction focusing on vocabulary development.
Six-minute Solution	This is a program targeting fluency. Students read a passage at their level to a partner each day while the partner listens and marks their words correct per minute. Then partners switch. They also graph their own progress. As goals are met, passages increase in level.
Headsprouts	Online program that teach fundamental skills such as: phonemic awareness, phonics fluency, and basic vocabulary (K-2) & comprehension skills (3-5). The online instruction automatically adapts to the learning needs of each student. Has automated reports for teachers and parents to track progress.
Great Leaps	This program targets fluency. Students can begin where they struggle. Starts at letter fluency, progresses through word fluency, phrases, sentences, and passages.

Performance Coach	FSA type rigor of passages as it teaches comprehension strategies. The questioning very closely matched FSA.
RAZ Kids	Reading A-Z utilizes leveled readers and matching assessment pieces to focus on Reading comprehension strategies.
RAVE-O	Language based instructional strategies used to build vocabulary and word structure, spelling patterns and language usage.
Focused Reading Intervention	Standards-based instruction utilizing fiction and non-fiction texts to address key reading and literacy skills.
Study Island Reading	Standards-based instruction and remediation utilizing FSA like questioning.
Reading Street Intervention Kit	Has books for each of the 5 components of reading so you can easily target the weak area. The lessons are designed to be taught 1 per day. Teachers cannot simply do the workbook pages, the lesson must be taught as well.
Quick Reads	A fluency-based program with basic comprehension strategies used to build fluency in struggling readers. In the lower levels the passages are short but progress as the program increases in difficulty
Successmaker Custom Course	An adaptive and prescriptive scheduling intervention program with individual learning paths to target performance goals.
STARS	Highly scaffolded instruction with gradual release practice targeted for explicit instruction in specific comprehension strategies.
FCRR	Hands-on activities in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.
Sound Partners	Introduces and reinforces letter sounds, incorporating only a few at a time with practice blending sounds into words.
West Virginia Phonics	Instruction split into sections to target specific phonics skills from short vowels to multisyllable words.

Grade Level(s)	If Student scores...	Then	Course/ Instructor/ Material/Strategies/Intensity	Progress Monitoring	Interventions
6-8	Level 1 to Low Level 2 on FSA with a two-year trend: <ul style="list-style-type: none"> • 251-303 (Gr 4 FSA) • 257-312 (Gr 5 FSA) • 259-317 (Gr 6 FSA) • 267-325 (Gr 7 FSA) • 274-329 (Gr 8 FSA) 	Student is scheduled into a full year, single class period of Intensive Reading in addition to their required English class.	Full Year/Single Class Course: 1000010 Int. Reading Instructor: Reading Endorsed Material: Achieve 3000 Cengage INSIDE	<ul style="list-style-type: none"> • Achieve3000 <ul style="list-style-type: none"> ○ Three times a year <ul style="list-style-type: none"> ▪ August/September ▪ January ▪ April/May ○ Monthly Lexile Growth 	Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction Intensity: Group size of 5 to 8 students; 3 to 5 days per week for 30+ minutes for 8 to 15 weeks Class Size: 22
			Full Year/Double Block Course: 1001010 Language Arts 1 1001040 Language Arts 2 1001070 Language Arts 3 Instructor: English Certified Material: HMH <i>Collections</i> HMH <i>Close Reader</i> Achieve3000	<ul style="list-style-type: none"> • Citrus Formative Assessment <ul style="list-style-type: none"> ○ Throughout the Year • Achieve3000 <ul style="list-style-type: none"> ○ Monthly Lexile Growth 	
6-8	Level 1 to Level 2 on FSA:	Student is scheduled into a full year, single class period of Reading in addition to their required English class.	Full Year/Single Class Course: 1008010 READ 1 1008040 READ 2 1008070 READ 3 1000010 Int. Reading Instructor: Reading Endorsed Material: Achieve 3000 Cengage INSIDE	<ul style="list-style-type: none"> • Achieve3000 <ul style="list-style-type: none"> ○ Three times a year <ul style="list-style-type: none"> ▪ August/September ▪ January ▪ April/May • Monthly Lexile Growth 	Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction Intensity: Group size of 5 to 8 students; 3 to 5 days per week for 30+ minutes for 8 to 15 weeks Class Size: 22
			Full Year/Single Class Course: 1001010 Language Arts 1 1001040 Language Arts 2 1001070 Language Arts 3 Instructor: English Certified Material: HMH <i>Collections</i> HMH <i>Close Reader</i> Achieve3000	<ul style="list-style-type: none"> • Citrus Formative Assessment <ul style="list-style-type: none"> ○ Throughout the Year • Achieve3000 <ul style="list-style-type: none"> ○ Monthly Lexile Growth 	
Schools will revise, modify, intensify or supplement interventions as necessary and required for any student who has not responded to a specific reading intervention with the initial intensity (time and group size) provided through the MTSS guidelines based on student progress monitoring data that is reviewed monthly.					

Grade Level(s)	If Student scores...	Then	Course/ Instructor/ Material/Strategies/Intensity	Progress Monitoring	Interventions
6-8	High Level 2 with multiple scores at Level 3 or above on FSA: <ul style="list-style-type: none"> • 304-310(Gr 4 FSA) • 313-320 (Gr 5 FSA) • 318-325 (Gr 6 FSA) • 326-332 (Gr 7 FSA) • 330-336 (Gr 8 FSA) 	Student is scheduled into English or Honors English for the appropriate grade level.	Full Year/Double Block Course: 1001010 Language Arts 1 1001020 Lang. Arts 1 ADV 1001040 Language Arts 2 1001050 Lang. Arts 2 ADV 1001070 Language Arts 3 1001080 Lang. Arts 3 ADV Instructor: English Certified Material: <i>HMH Collections</i> <i>HMH Close Reader</i>	<ul style="list-style-type: none"> • Citrus Formative Assessment <ul style="list-style-type: none"> ○ Throughout the Year 	Strategies: Tier 1 - 80% of the students meeting proficiency with core instruction Intensity: Differentiated based on need of students, determined by Teacher Evaluations and IEPs Class Size: 22
Schools will revise, modify, intensify or supplement interventions as necessary and required for any student who has not responded to a specific reading intervention with the initial intensity (time and group size) provided through the MTSS guidelines based on student progress monitoring data that is reviewed monthly.					

Grade Level(s)	If Student scores...	Then	Course/ Instructor/ Material/Strategies/Intensity	Progress Monitoring	Interventions
9-10	Level 1 to Level 3 on FSA with a two-year trend	Student is scheduled into a full year, single class period of Reading in addition to their required English class.	Full Year/Single Class Course: 1008300 READ 1 1008310 READ 2 Instructor: Reading Endorsed Material: Achieve 3000 Cengage EDGE	<ul style="list-style-type: none"> • Achieve3000 <ul style="list-style-type: none"> ○ Three times a year <ul style="list-style-type: none"> ▪ August/September ▪ January ▪ April/May ○ Monthly Lexile Growth 	Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction Intensity: Tier 2 - Group size of 5 to 8 students; 3 to 5 days per week for 30+ minutes for 8 to 15 weeks Class Size: 25
			Full Year/Single Class Course: 1001310 ENG I 1001340 ENG II Instructor: English Certified Material: HMH <i>Collections</i> HMH <i>Close Reader</i> Achieve3000	<ul style="list-style-type: none"> • Citrus Formative Assessment <ul style="list-style-type: none"> ○ Throughout the Year • Achieve3000 <ul style="list-style-type: none"> ○ Monthly Lexile Growth 	
9-10	High Level 2 with previous scores at Level 3 or above on FSA at the Secondary Level: <ul style="list-style-type: none"> •330-336 (Gr 8 FSA) •336-342 (Gr 9 FSA) •342-349 (Gr 10 FSA) 	Student is scheduled into English or Honors English for the appropriate grade level.	Full Year/Single Class Course: 1001310 ENG I 1001320 ENG I Honors 1001340 ENG II 1001350 ENG II Honors Instructor: English Certified Material: HMH <i>Collections</i> HMH <i>Close Reader</i>	<ul style="list-style-type: none"> • Citrus Formative Assessment <ul style="list-style-type: none"> ○ Throughout the Year 	Strategies: Tier 1 - 80% of the students meeting proficiency with core instruction Intensity: Differentiated based on need of students, determined by Teacher Evaluations and IEPs Class Size: 25

Schools will revise, modify, intensify or supplement interventions as necessary and required for any student who has not responded to a specific reading intervention with the initial intensity (time and group size) provided through the MTSS guidelines based on student progress monitoring data that is reviewed monthly.

Grade Level(s)	If Student scores...	Then	Course/ Instructor/ Material/Strategies/Intensity	• Progress Monitoring	Interventions
11	11 th -grade student has not met the graduation requirement for Reading	Student is scheduled into one or more of the following courses - Reading or ENG III with a focus on ACT/SAT strategies.	Full Year/Single Class Course: 1008330 READ 3/ 1001370 ENG III Instructor: Reading Endorsed/ English Certified Material: Achieve 3000 Cengage EDGE/ HMH <i>Collections</i> HMH <i>Close Reader</i>	<ul style="list-style-type: none"> • District EOTs • Teacher Created EOTs 	Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction Intensity: Group size of 5 to 8 students; 3 to 5 days per week for 30+ minutes for 8 to 15 weeks Class Size: 25
12	12 th -grade student has not met the graduation requirement for reading with at least a 3 on FSA or a concordant score	Student is scheduled into one or more of the following courses - Reading for College Success, Reading Honors, Critical Thinking, ENG IV or English IV College Prep	Semester Classes/Single Class Course: 1008350 Reading for College Success 1008320 Reading Honors/ 1700370 Critical Thinking Instructor: Reading Endorsed/ Any Academic Coverage Material: HMH <i>Collections</i> HMH <i>Close Reader</i> Full Year/Single Class Course: 1001400 ENG IV 1001405 Eng. IV Coll. Prep Instructor: English Certified Material: HMH <i>Collections</i> HMH <i>Close Reader</i>	<ul style="list-style-type: none"> • District EOTs • Teacher Created EOTs 	Strategies: MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction Intensity: Group size of 5 to 8 students; 3 to 5 days per week for 30+ minutes for 8 to 15 weeks Class Size: 25
11-12	Student has a previous score of a Level 3 or above on FSA or a passing concordant score	Student is scheduled into English, Honors English, or Advanced Placement English for the appropriate grade level.	Full Year/Single Class Course: 1001370 ENG III 1001380 ENG III Honors 1001400 ENG IV 1001410 ENG IV Honors 1001420 AP Lang & Comp 1001430 AP ENG Lit&Comp Instructor: English Certified Material: HMH <i>Collections</i> HMH <i>Close Reader</i> AP: The Lang. of Comp.	<ul style="list-style-type: none"> • District EOTs • Teacher Created EOTs 	Strategies: Tier 1 - 80% of the students meeting proficiency with core instruction Intensity: Differentiated based on need of students, determined by Teacher Evaluations and IEPs Class Size: 25

The school shall provide evaluation results in a timely manner to students and parents/guardians. Instructional supports and course offerings may need to be refined within each school depending on local circumstances such as available resources and student performance. Students will be placed in the highest course for which data suggests the students can succeed. High school literacy coaches will be utilized to provide model lessons and resources to individualize instruction for struggling students and to provide appropriate interventions and scaffolds for struggling readers.

			AP: An Introduction to Reading and Writing		
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Schools will revise, modify, intensify or supplement interventions as necessary and required for any student who has not responded to a specific reading intervention with the initial intensity (time and group size) provided through the MTSS guidelines based on student progress monitoring data that is reviewed monthly.