



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# Spring 2021 Education Plan and Assurances

## Citrus County

*Due: December 15, 2020*

Submit to [ReopeningPlan@fldoe.org](mailto:ReopeningPlan@fldoe.org)

## Spring 2021 Education Plan and Assurances

### Purpose

The purpose of this document is to guide districts to plan for the continued implementation of the 2020-21 District Reopening Plan through an updated Spring 2021 Education Plan and to capture an updated agreement of assurances. The flexibility provided for in DOE Order No. 2020-EO-07 is necessary to respond to and mitigate the impact of the emergency and to promote the health, safety and welfare of persons connected with Florida's educational system. Overall, this document focuses on accomplishing the following four goals:

1. Building on the successful reopening of all public schools to in-person instruction;
2. Promoting parental choice while ensuring that every student is making adequate academic progress;
3. Providing financial continuity to enable each school district to maintain the full panoply of services for the benefit of Florida students and families, including students from vulnerable populations such as low-income families, migrant families, the homeless, English Language Learners (ELLs), students in foster care and students with disabilities; and
4. Empowering every District to maintain high-quality school choices for Florida students and families with a focus on eliminating achievement gaps, which have been exacerbated by the crisis.

### Directions

Districts shall complete this form and e-mail to [ReopeningPlan@fldoe.org](mailto:ReopeningPlan@fldoe.org) no later than December 15, 2020. The subject line of the e-mail must include district name and Spring 2021 Education Plan and Assurances. The District shall complete the plan, agree to all assurances and faithfully implement the plan to receive the statutory flexibilities and financial supports that are offered in DOE Order No. 2020-EO-07. Approval of this plan will be predicated on the ability to deliver the needed resources for intervention programs to address any learning loss or lack of progress for students not on grade level, especially those students who are returning from options other than the traditional brick and mortar setting.

### District Education Plan Assurances

The District must agree to **ALL** of the assurances by checking the corresponding boxes.

**Assurance 1: All schools will remain open.** *The District agrees to the conditions set forth in section II.a. of DOE Order No. 2020-EO-07.* The District will continue to assure that all brick and mortar schools must continue to be open at least five days per week for all students, subject to advice and orders of the Florida Department of Health, local departments of health and subsequent executive orders.

**Assurance 2: Continue the full panoply of services.** *The District agrees to the conditions set forth in sections II.b. and II.e. of DOE Order No. 2020-EO-07.* The District agrees to continue to provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school full time will continue to have the opportunity to do so. The District agrees to provide students with Individual Educational Plans (IEPs) the services necessary to ensure that they receive a free and appropriate education. The District agrees to identify students who may have regressed during school closures or during the fall term. School districts must ensure that IEP teams are appropriately determining needed services, including compensatory services. If an ELL's reading, writing, listening or speaking skills have regressed during school closures, school districts agree to

## Spring 2021 Education Plan and Assurances

convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages services are needed.

☒ **Assurance 3: Continue progress monitoring and interventions.** *The District agrees to the conditions set forth in sections II.c. and II.d. of DOE Order No. 2020-EO-07.* The District agrees to continue to provide robust progress monitoring and requisite interventions to all students, with tiered support for students not making adequate progress. Students who are receiving instruction through innovative learning modalities must transition to another learning modality if they fail to make adequate progress. The District agrees to provide monthly progress monitoring reports to parents/guardians for students identified as performing below grade level and/or demonstrating decline on the District's progress monitoring system. The District agrees to provide the department with a detailed report, in a format prescribed by the Florida Department of Education, based on progress monitoring data that delineates the interventions provided to students and the effectiveness of each intervention at the end of the spring semester. The purpose of this report is to identify and differentiate between effective and ineffective intervention strategies provided to students not making adequate progress. The District agrees to continue to provide supplemental services (afterschool, weekend and summer) for any student who, based upon progress monitoring or other data, has not achieved grade-level mastery or who is not on track to achieve a minimum of one year of academic growth during the 2020-21 school year. The District agrees to identify these students and provide written notice of the need and availability of these services to parents/guardians.

☒ **Assurance 4: Continue charter school flexibility.** *The District agrees to the conditions set forth in section II.f. of DOE Order No. 2020-EO-07.* The District agrees to continue to extend the same flexibility in instructional methods and funding to every charter school that submits a Spring 2021 Education Plan.

☒ **Assurance 5: Innovative learning modality.** *The District agrees to the conditions set forth in sections II.g. and II.h. of DOE Order No. 2020-EO-07.* The District agrees that if a student receiving instruction through the innovative learning modality is failing to make adequate progress, the parents/guardian must be contacted and the student must be transitioned to face-to-face instruction. The District agrees that a student who is not making adequate progress will only be allowed to remain in the innovative learning modality if the district or charter school: 1) provides written notice to the parent or guardian that the child is not making adequate progress and any associated education risks; and 2) obtains written acknowledgement from the parent or guardian verifying the receipt of this information and the intent to remain in the innovative learning modality. The District agrees that students transitioned out of the innovative learning modality must be given additional interventions and supports. School districts and charter schools must not unreasonably restrict the decision of a parent or guardian to alter the learning modality (in-person, innovative, virtual) that best suits their child's needs. Restricting when changes can be made to a certain time of the semester or requiring more than a week's notice prior to changing a student's learning modality are presumptively unreasonable.

☒ **Assurance 6: Truancy/Attendance of students.** *The District agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The District agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.

## Spring 2021 Education Plan and Assurances

☒ **Assurance 7: Continue professional development.** *The District agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The District agrees to continue to provide professional development to teachers and leaders to become proficient in the delivery of grade-level standards within all learning modalities, as well as the utilization of progress monitoring for remediation and intervention.

### District Spring 2021 Education Plan

**Directions:** The District must address each of the following areas and their sub-components in the corresponding text box below. Please remember to clearly label the required information you are providing below accordingly, e.g., 1.a., 2.b., 4.c., etc. Additionally, please check to make sure you have **thoroughly and clearly answered each required area and sub-component below prior to submission.**

1. **Spring Intervention Plan.** The District shall explain in detail a proposed 2021 Spring Intervention Plan with the following three components:
  - a. A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the District's plan for additional instructional time including after school, weekends, and/or summer programs, and an explanation of how lost instruction time has been or will be made up.
  - b. Targeted outreach for students who are demonstrating a decline on the District's progress monitoring system for reading and mathematics, by grade level and by learning modality.
  - c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

## 1. SPRING INTERVENTION PLAN

### Assurances: 1, 2, 3, 7

**1a. A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the District’s plan for additional instructional time, including after school, weekends, and/or summer programs, and an explanation of how lost instruction time has been or will be made up.**

The Citrus County School District strives to do what is best for all students, and we know that students are best served by having stability and consistency in their learning. Due to the COVID-19 pandemic, students did not begin school until August 20, 2020 (10 days later than the initial start date). Therefore, we made the following revisions so that students still obtained the required instructional time:

- Students’ last day of school changed to June 4, 2021.
- The start date for Semester 2 changed to January 19, 2021.
- Originally scheduled half-days changed into full-days of instruction.

The revised 2020-2021 school calendar (*Appendix A*) was approved by the Citrus County School Board on August 11, 2020. It also provides the documentation that all brick-and-mortar schools in Citrus County are open at least five days per week for all students.

Citrus County Schools will focus on closing achievement gaps exacerbated by the pandemic and systemic gaps. We will begin the process by gathering feedback from stakeholders (teachers, administrators, students).

- All K-12 teachers were provided with a survey asking for suggestions regarding what interventions should be offered to students. The survey results will be shared with school teams to develop their intervention strategies for their students.
- The Superintendent’s Student Advisory Council, comprised of high school students, was surveyed to determine intervention strategies and steps that should be taken to support students returning from innovative learning settings or virtual to the brick-and-mortar setting. The survey results will be shared with school teams to develop the strategies that will be implemented at their school.

Citrus County School District has a system to analyze data to recognize trends and patterns and identify the students who have learning gaps and need additional support. Diagnostic assessment data is collected three times a year for students in both brick-and-mortar and innovative models and is utilized, along with student grades and formative assessment data, to progress monitor, direct instruction, and for problem-solving teams to make intervention decisions and help identify areas for tiered support.

Citrus County Diagnostic & Progress Monitoring Systems					
	Grade	Description	Purpose	Frequency	Delivery
iReady Diagnostic (ELA & Math)	Grades: K-5	Adaptive assessment that provides mastery data for ELA (Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Fluency, and Comprehension) and for Mathematics (Operations, Measurement, Functions, Statistics, Algebra, Geometry).	<ul style="list-style-type: none"> <li>• Determines progress toward grade-level understanding and standards mastery</li> <li>• Identifies areas for tiered support</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning-of-Year</li> <li>• Mid-Year</li> <li>• End-of-Year</li> </ul>	Computer Based
USA TestPrep (ELA & Math)	Grades: 6-12			<ul style="list-style-type: none"> <li>• Beginning-of-Year</li> <li>• Mid-Year</li> <li>• End-of-Year (FSA or EOT)</li> </ul>	
APM Adaptive Progress Monitoring (ELA)	Grades: 9-10			Adaptive assessment (Cambium) provided from the FDOE to measure mastery of FSA standards	

The *Citrus County Comprehensive Reading Plan (Appendix D)* contains more details regarding tiered level identification and ELA support.

Through the CARES ACT funding, Citrus School District will hire a data scientist to collect, review, and share data with teachers, coaches, school, and district leaders to improve ELA and mathematics instructional practices. The Data Scientist will provide the FDOE with a detailed report, in a format prescribed by the Florida Department of Education, progress monitoring data that delineates the interventions provided to students and the effectiveness of each intervention at the end of the spring semester.

Teachers will participate in professional learning communities to strengthen instruction across all areas (stipends funded through Title IV). Specifically, the focus will be on integrating knowledge and ideas while also focusing on standard recovery due to the COVID Slide. The learning communities will be held at the school site and allow the teachers to collaborate and plan for diagnostic analysis, progress monitoring, and differentiated instruction.

Citrus County continues to provide a full panoply of services to expand learning opportunities for struggling students in the brick-and-mortar setting and innovative learning modalities.

- Before and afterschool tutoring is provided to K-12 students with the flexibility of setting and delivery methods. Tutoring is offered virtually or at the brick-and-mortar setting. Students can also request tutoring assistance, when needed, through teachers having extended office hours and open ZOOM links available for academic assistance.
- A math tutoring (homework help) hotline has been established through Zoom for students in grades 3-8 to get help after the school day (evenings 6 pm-7 pm) on Monday through Thursday. This service begins in January and will be provided until the end of the school year.
- Extended school year options will be provided to students. In March, we will get an updated list of students' progress and evaluate which students need additional support through an extended school year option. The extended school year options will include the flexibility of offering both the brick and mortar setting and virtual instructional opportunities. The focus of the extended school year will be to provide academic interventions along with credit recovery.
- Citrus County School District has implemented CANVAS (learning management system) that allows students to continue work from home when quarantined or required to stay home for a few days from school. CANVAS provides students the opportunity to continue learning if the instruction cannot continue in the brick-and-mortar setting due to various circumstances. CANVAS allows for instruction to extend beyond the regular school day.
- Citrus County School District will revise, modify, intensify, or supplement instruction or interventions for students with disabilities or medically fragile students as necessary through 504 or IEP teams and develop appropriate goals to address any needs students may have due to the transition back to brick-and-mortar. Schools will provide students with Individual Education Plans (IEPs) with the services necessary to ensure they receive a free and appropriate education. School teams will meet to determine appropriate services, including compensatory services for students.

- At the beginning of the school year, the English Language Learners (ELL) committee convened to discuss ESOL services, including student academic data, school academic grades, program models, and educational background. During this initial meeting, the ELL committee also discussed students who regressed during the COVID-19 pandemic. If English Language Learners' reading, writing, listening, or speaking skills regressed during the closure, the school ELL committee determined the additional or supplemental ESOL services each student needed. The school will reconvene the ELL committee, as needed, dictated by the diagnostic and progress monitoring data to determine if additional or supplemental English for speakers of Other Languages services is required.

### **Elementary (K-5) Intervention Plan**

Aligned to the LAFS and the MAFS, i-Ready® Assessment and Personalized Instruction helps teachers focus on closing the achievement gap and preparing all students to access grade-level content. Combining a valid and reliable assessment suite with instructional resources targeted to each child's specific academic needs, the online i-Ready Assessment helps educators diagnose students' unfinished learning in Reading and Mathematics. It also supports educators in providing targeted instruction to help each student reach their academic potential and measures how students are progressing over time. The program offers integrated assessment and instruction delivered on one unified platform that can be readily executed in-school or at-home learning environments.

- The i-Ready assessment comprises the adaptive i-Ready Diagnostic (K–12), Growth Monitoring (K–8), and Standards Mastery (2–8). i-Ready Diagnostic accurately and efficiently pinpoints students' needs and helps teachers better understand student challenges' root causes. The teachers administer the i-Ready Diagnostic three times per year to gain detailed insight into student needs and inform online and teacher-led instruction.
- i-Ready Assessment reports student's grade-level placement (overall and by domain) as well as national norms and Lexile® and Quantile® metrics. A continuum of scale scores across grades K–12 offers multi-year users longitudinal data by tracking student progress within and across years.
- i-Ready's reporting and resources empower teachers to provide targeted, on-the-spot instruction that helps students build essential skills they need for success in grade-level learning. The i-Ready Prerequisites Report helps teachers identify students' individual learning needs for the upcoming grade-level. Teachers use the report data and provide resources to target instruction. i-Ready also includes prerequisite resources that help teachers address gaps that may have widened during school closures. Tools for scaffolding comprehension offer differentiated teaching resources targeting the most critical concepts and skills.
- i-Ready automatically assigns interactive online lessons across grade levels K–8 based on the student's diagnostic assessment results. These student-driven digital lessons are accessed in or out of the brick-and-mortar setting.
- Educators adjust the i-Ready recommended lesson sequence and add teacher-assigned lessons to ensure students develop skills in conjunction with the core curriculum.
- i-Ready's personalized instruction is flexible and used during the school day, before/after school, in-class/pull-out, summer school, at home, or in an innovative virtual learning setting.

- i-Ready also provides easily accessible teacher-delivered instructional resources, based on each student's or instructional group's diagnostic assessment results. Tools for instruction—short PDF “mini-lessons” specific to each learner's needs—are delivered by teachers, paraprofessionals, tutors, or other support staff. Resources are also provided via the *Teacher Toolbox*, an online filing cabinet that gives teachers immediate digital access to multi-level *K-8 Ready Florida* lessons (fully aligned to MAFS and LAFS), assessments, and interactive tutorials so they can differentiate instruction for individuals and small groups. The *Teacher Toolbox* facilitates planning for independent instruction, practice, and homework.

### Secondary (Grades 6-12) Intervention Plan

All students (grades 6-12) are assessed in language arts and math via the *USA TestPrep* program at the beginning of the school year and throughout the year. School teams analyze the data from this diagnostic assessment and prior FSA state-assessment data to determine and create intervention plans to meet students' individualized needs in the brick-and-mortar setting and innovative/virtual setting. Research-based and evidence-based programs are implemented at least weekly during set times designated for intervention implementation. Teachers monitor student improvement weekly and have focused data chats with students about gains or lack thereof with additional intervention options. As students improve and achievement gaps close, the teacher reassigns the individualized plan to target new areas for improvement. Quarterly data days for ELA and math teachers are built into the schedule to analyze student progress and build common formative assessments with a focus on closing students' learning gaps.

- *USA TestPrep*
  - *USA TestPrep* is a standards-aligned diagnostic tool and progress learning platform utilized to determine mastery of grade-level reading and math standards. The diagnostic assessment helps the teacher focus on closing the achievement gap while also preparing all students to access grade-level content.
  - Teachers analyze the diagnostic results and ongoing assessments to better differentiate instruction and provide individualized interventions for students. *USA TestPrep* provides actionable data, including interactive lessons based on individual students' learning needs. The teachers use the data to develop a plan for individualized, targeted instruction.
  - *USA TestPrep* provides a variety of other classroom resources and tools designed to support student growth, including the following: Formative and summative assessments, benchmarking, quizzes, and other assignments focusing on standards mastery. Students access these resources on any device, at home or in the brick-and-mortar, and at their own pace.
  - In addition to the required implementation in ELA and Math, *USATestprep* is available and utilized as a supplemental resource in multiple content areas at the secondary level, including social studies and science.
- *Achieve 3000*
  - *Achieve 3000* is an additional program that tiered students utilize at least twice a week for reading and/or math growth. Teachers differentiate instruction based on the Lexile level of the student.
  - *Achieve 3000* does provide individual student support by adjusting instruction with text-to-speech and speech-to-text tools, vocabulary supports, and automatically adaptive assessments to give every student the support they need to close achievement gaps.



- *SPDG-KU Extreme Reading Program*
  - The *SPDG-KU Extreme* reading program is utilized for the most struggling students and targets the most vulnerable areas of need.
  - Strategies focus on word phonetics and meaning, which begins a building block structure to better assist students in decoding and comprehension.
  - The *SPDG-KU Extreme* Program is utilized along with *Achieve 3000* and novel studies.

**1b. Targeted outreach for students who are demonstrating a decline on the District’s progress monitoring system for reading and mathematics, by grade level and by learning modality.**

Citrus County School District actively monitors the academic achievement of all students. Targeted outreach to students who are demonstrating a decline on the District’s progress monitoring system for reading and mathematics (by grade level and by learning modality) are as follows:

- Schools contact families with students not making adequate progress in the virtual or innovative learning modality via various communication modes (e-mail, postal mail, and phone calls) to encourage a change in learning modality (transfer back to the brick-and-mortar setting).
- Schools also make personal phone calls to families and discuss how face-to-face instruction can benefit the student.
- School counselors and social workers orchestrate a targeted outreach process and conduct home visits for those families/students who do not communicate with our District through normal channels.

Additional supports and interventions will be provided based on the individual needs of the student.

**1c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.**

Effective, additional interventions and supports for students who transition out of the innovative learning model require “buy-in” from teachers and students alike. Because we recognize this need, Citrus County has reached out to all teachers to gather their ideas. We have also reached out to students via the Student Superintendent Councils to gather their thoughts as well.

A district-wide survey (*Appendix B*) was sent to every instructional staff member to determine additional intervention strategies for students transitioning out of the innovative learning model. After gathering the feedback and input, the District will create a master *Toolbox of Potential Interventions* for all schools to consider. Each school will submit a plan to the District no later than January 15, 2021, providing a detailed explanation of the interventions and methods by which they will gauge effectiveness. Each school’s plan will also include how they will provide monthly progress monitoring reports to parents/guardians for students identified as performing below grade level and/or demonstrating decline on the District’s progress monitoring system. In March, principals and district staff will meet to discuss the effectiveness of these interventions.

In addition to the schools’ intervention plans, Citrus County Schools will ensure the following:

- Schools revise, modify, intensify, or supplement instruction or interventions as necessary through Problem Solving Team (PST) meetings and the development of progress monitoring plans.
- Schools will revise, modify, intensify, or supplement instruction or interventions for students with disabilities as necessary through 504 or IEP teams and develop appropriate goals to address any needs students may have due to the transition back to brick and mortar.

Citrus County Schools will expand summer school for the 2020-21 school year for all levels to support those who have fallen behind in both the innovative or virtual setting or brick-and-mortar settings.

**2. Innovative Learning Modality.** The District shall explain in detail its plan to:

- a. Offer the innovative learning modality only to students who are making adequate academic progress.
- b. Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The District must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The District must submit a copy of the written acknowledgement form that they will provide to parents/guardians.

**2. INNOVATIVE LEARNING MODALITY**

**Assurance 5**

Building on the success of our *Citrus Cares! Reopening Plan*, Citrus County Schools strive to ensure students make adequate academic progress in the best learning environment possible while promoting parental choice.

The Citrus County School District developed a marketing campaign, “Your Choice!” for students in the Innovative Learning Model in collaboration with our Public Information and Communication Officer. We asked parents to commit for the second semester. The campaign described to families the importance of students having stability and consistency in their learning and ensuring students make academic progress and promote parental choice. We also collaborated with our local newspaper by meeting with the editorial board and described our process to publicize the process in the local newspaper. Our school board discussion regarding this process was also live-streamed for families to view.



Citrus County developed a process that provides parents with information regarding their student’s innovative learning option during the Fall of 2020. In Spring 2021, the District strongly recommends that parents commit to a consistent learning option for the semester. However, a change could occur should extenuating circumstances arise. The timeline below outlines the process we used to notify and communicate second-semester options available to students making adequate progress and currently enrolled in an innovative learning setting. The timeline also outlines actions implemented regarding the notification and communication to students’ families NOT making adequate progress.

## TIMELINE

<p><b>December 3<sup>rd</sup>, 6:00pm</b></p>	<p>A <b>call-out</b> and <b>e-mail</b> via School Messenger sent to all families currently enrolled in an innovative learning setting (Citrus Virtual, iSucceed, synchronous/academy) informing families of the process and option form available December 4<sup>th</sup> to complete and submit via Skyward Family Access.</p>
<p><b>December 4<sup>th</sup>, by 6:00 am</b></p>	<p>The District will post the <i><b>Student Enrollment Commitment Form</b></i> to families of students learning virtually via Skyward Family Access.</p> <ul style="list-style-type: none"> <li>• <b>Option 1:</b> My child will transition from the virtual setting to a brick-and-mortar campus.</li> <li>• <b>Option 2:</b> My child will continue to participate in his or her current virtual setting.</li> </ul> <p><i>Students who are not making adequate progress in virtual courses will automatically be enrolled in their brick-and-mortar school beginning January 19<sup>th</sup>, regardless of the option selected on this form. A notification letter will be mailed to families of virtual students who are not making adequate progress. The letter will provide more details and direction for families.</i></p>
<p><b>December 7<sup>th</sup> – 9<sup>th</sup></b></p>	<p>Notification letters (<i>Appendix C</i>) sent to families <b>NOT making adequate academic progress</b> via <b>USPS mail</b> and <b>Skyward Family Access</b>.</p> <p>Letter states that student is not making adequate academic progress according to data collected from grades and progress monitoring assessments and will default to brick-and-mortar school where he or she will receive additional supports and interventions. Opt-out letter is attached for parent to complete and submit in writing to brick-and-mortar school <b>by December 18<sup>th</sup></b> if they wish for student to remain learning virtually.</p>
<p><b>December 16<sup>th</sup></b></p>	<p>The District will send <i>confirmation notifications</i> to students who <b>ARE making adequate academic progress</b> via <b>Skyward Family Access</b>.</p> <ul style="list-style-type: none"> <li>• <b>Students who did <u>not</u> respond in Skyward</b> - notification states they will remain in their current virtual learning environment</li> <li>• <b>Students who did respond in Skyward</b> - notification confirms the option they selected (transferring to brick-and-mortar or remaining in virtual learning environment). If returning to brick-and-mortar, notification informs student that the school will contact the family after Christmas break with more information.</li> </ul>
<p><b>January 5<sup>th</sup> – January 16<sup>th</sup></b></p>	<p>Schools will contact students who are transferring to their school with information regarding what they need to do to begin Semester 2 on January 19<sup>th</sup>.</p> <p>Schools will begin developing an intervention plan for students who were not making adequate progress while in the innovative learning model and are transferring back to brick-and-mortar.</p> <p>Plans will be submitted to the District <b>by January 15<sup>th</sup></b>.</p>
<p><b>January 19<sup>th</sup></b></p>	<p>Semester 2 begins</p>

**3. Enhanced Outreach - Truancy/Attendance of Students.** The District shall list strategies they are implementing to:

- a. Identify vulnerable students who have had limited or no contact with the District and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.
- b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

### **3. ENHANCED OUTREACH – TRUANCY/ATTENDANCE OF STUDENTS Assurances 2 & 6**

#### **3a. Identify vulnerable students who have had limited or no contact with the District and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.**

Citrus County Schools actively monitor students who have not enrolled for the 2020-2021 school year and consistently monitor students' attendance with excessive absences and truancy by following a defined process consisting of school social workers, counselors, and agency resources. In the Spring, Citrus County Schools will enhance the monitoring process of students returning from an innovative learning modality to ensure prompt enrollment. The School Social Workers will monitor attendance. The processes and procedures for contacting students/families are the same for students enrolled in the brick and mortar and innovative learning modalities. Elementary and Middle School social workers provide small group intervention to students with attendance issues based on previous years' attendance. This small group instruction focuses on setting goals and building relationships with these students to increase students' likelihood of attending school.

#### **DNE (Did Not Enter) Students**

- Students not entering school at the beginning of the school year are identified through our student management system, Skyward.
- The parents/guardians are notified via phone communication by the school social worker and/or the school counselor. Two attempts via phone are made within the first ten days of the new school year.
- If contact is not made via phone communication, a school social worker completes a home visit. In some cases, it is necessary for the school social worker to make multiple home visits.
- If contact is not made through phone communication or home visits, the school counselors and/or the school social worker will contact those individuals listed as emergency contacts to determine a student's whereabouts.
- If information is received from an emergency contact as to the student's whereabouts, the school will contact the receiving school to confirm enrollment.

#### **Students/Families with excessive absences**

- Students who begin to develop patterns of non-attendance are notified by the teacher(s) after two consecutive absences.
- Students who accumulate five or more absences in a 30-day period are contacted by the school social worker and/or the school counselor. (Contact is made via phone and e-mail.)

## Spring 2021 Education Plan and Assurances

- If attendance does not improve, a Child Study Team (CST) meeting is scheduled with the student, parent, and school staff to identify barriers and offer strategies for improvement.
- If attendance is not improving and communication is minimal with the student and parent/guardian, a home visit is completed by the school social worker.
- If attendance continues to show little or no improvement, a referral is made to Youth and Family Alternatives (YFA). A YFA case manager contacts the family and sets up an initial in-take meeting to begin services. These services focus on identifying and eliminating barriers to non-attendance, monitoring the student's attendance by meeting with the student on a regular basis during school hours, and communicating regularly with the parent on student progress.
- When all reasonable efforts are exhausted, the YFA team will schedule a Children in Need of Services/Family in Need of Services (CINS/FINS) hearing. Student attendance continues to be closely monitored. In some cases, YFA will order a student to be placed in a shelter for up to 30 days.
- In more habitually truant cases, a petition is filed with the Citrus County Courts and the student/family is entered into truancy court.

### **3b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.**

Citrus is actively working to identify VPK and Kindergarten eligible students to maximize their readiness to support long-term achievement.

- Citrus County Schools collaborate with the Early Learning Coalition to identify and support students that are eligible for VPK.
- Citrus County Schools work with CHEST (Children's Health and Early Services Taskforce) to collaborate with community partners in supporting students in early childhood.
- Citrus County Schools utilize the screening tool, *Ages & Stages*, to identify students with the greatest number of risk factors to receive services in our public-school program.
- Citrus County Schools has maintained the same number of units despite the COVID pandemic (32 classrooms) with the full panoply of services.
- Citrus County Schools work collaboratively with FDLRS Springs to provide monthly Early Childhood Parent Workshops to all PreK families. All PreK families receive books and materials for participating. Topics included: Transitioning Back-to-School, Communication Strategies, Behavior Supports, Executive Functioning, and Social Emotional Learning.
- Citrus County Schools was awarded the *Rising Kindergarten Grant*, which provided a paraprofessional in seven elementary schools. This staff focused on working with students who transitioned back to the brick-and-mortar school and helped students remain engaged.
- Citrus County Schools was awarded the *CARES Phase III Grant* and will enable staff to continue supporting students transitioning back to the brick-and-mortar setting.

Citrus County Schools applied for the *CARES Phase IV Grant* to continue supporting early childhood students

**4. Professional Development.** The District shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including:

- a. Innovative and virtual learning modalities;
- b. Interventions to support students in various learning modalities; and
- c. Technology needs (especially new learning management systems).

#### **4. PROFESSIONAL DEVELOPMENT**

##### **Assurance 7**

The Citrus County School District recognizes the importance of providing ongoing professional learning for instructional and administrative staff members to enhance instructional practices, close achievement gaps, and maximize student learning in all modalities. Many of the professional development activities provided in the Fall will continue in Spring 2021 as repeated sessions, follow-up, and a continuation of previous sessions. Instructional coaching supports are in place to assist with learning, and data analysis structures utilized to guide intervention strategies. In addition to participating in the following list of professional development opportunities, administrators/leaders meet monthly for professional learning related to evaluative practices for teachers in the virtual/innovative modality.

##### **4a. Innovative and virtual learning modalities**

- University of South Florida-- David Anchin Center for the Advancement of Teaching
  - Introduction to Effective Online Teaching
  - Building Relationships in Online Courses
  - Advanced Strategies for Effective Online Teaching
- Online Teaching Course: Lessons and Best Practices by FLVS
- Social Emotional Learning to Support Students in Learning Environments
  - Emotional Poverty in All Demographics Book Study
  - Social Emotional Learning with Sanford Harmony
- Instructional Coaching Learning Series (National Center on Education and the Economy)
- Microsoft Education Center
  - Accessibility, Special Education, and online learning: Supporting equity in a remote learning environment
  - Keeping students engaged: Building strong student/teacher connections in a Remote Learning environment
- Just Reads Florida - Literacy Partners
  - Overview of B.E.S.T. Standards
  - Training for K-2 Teachers
  - Training for Secondary ELA Electives
  - Training overview for all content teachers
- Reading Endorsement Courses

##### **4b. Interventions to support students in various learning modalities**

- Curriculum Associates
  - Getting Good Data with i-Ready
  - Assigning Student Lessons
  - Reviewing i-Ready Diagnostics – Data Chats
  - Maximizing Data-Driven Differentiated Instruction

- *USA Test Prep* – using diagnostic information to guide instruction and provide learning paths as interventions for students.
- *Achieve 3000 Reading* – using diagnostic and progress monitoring data to guide instruction and provide learning paths as interventions for students.
- *Achieve 3000 Math* - using diagnostic information to guide instruction and provide learning paths as interventions for students.
- *Edgenuty Training*: Courseware navigation from both the educator and student perspective, creating User Groups, locating course content, the process of unlocking and resetting assignments and the best practices behind each decision. Participants will also learn about the various reports available inside of Courseware to help to monitor student success and/or data collection.

#### 4c. Technology needs (especially new Learning Management Systems)

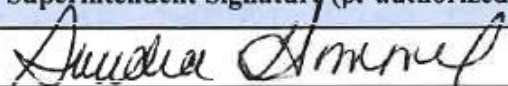
- Zoom Related Trainings:
  - Features, safety tips, interactive features (breakout rooms, whiteboard, screen sharing, polls)
- Technology Coaching Support
  - Canvas Resource Folder
  - Enhancing Workflow through Module Design (Modules, Pages, and Assignments)
  - One-on-one Technology Coaching Sessions
- District technology staff and teachers who were technology “experts” at their schools conducted monthly trainings for all staff to participate. These monthly trainings, called “Tech Time,” allowed Citrus County teachers to receive relevant professional development by their peers and during times that were convenient for them. The monthly topics included:
  - *USA TestPrep*
  - Microsoft OneNote
  - Nearpod
  - Canvas Modules
  - Accessible Educational Materials
  - Seesaw
  - Support for Struggling Readers
  - Whiteboard.fi
- Operational Learning Management System Trainings/Additional Trainings to Enhance Virtual and In-person Instruction
  - Canvas Professional Learning Sessions
  - Preparing to Launch
  - K-12 First Day ready
  - Growing with Canvas
  - Canvas Essentials
  - Communicating with Parents and Families
  - Elementary Design Tips
  - Elementary – Art, Music, PE
  - Pre-K Design Tips
  - Using the New Google Learning Tool Integration
  - Course Design Best Practices
  - Annotating on an iPad in Canvas
  - ESE/Accommodations in Canvas

## Spring 2021 Education Plan and Assurances

- Skyward Grade Passthrough
- Using Canvas Studio in the Classroom (Teacher Use)
- Student Presentation with Canvas Studio
- K-2 Canvas Design and Activities
- Providing Writing Feedback in Canvas
- Canvas Training Portal
- Canvas Question and Answer Sessions
- Providing feedback to students
- Interactions in Canvas
  - Collaboration/creation
  - Activities
- Differentiation of instruction and assignments
- Interventions for struggling students
- Data for Teachers
  - Time spent on courses/assignments
- Elementary pathways
  - K-2 strategies
  - 3-5 interactive lessons
- Canvas Studio sessions specific to grade levels taught
- Subject specific trainings for 6-12
- Canvas for Beginners
- Google Educator Fundamentals
- Teacher Induction Program Topics
  - Annotating on an iPad
  - Canvas Gradebook
  - Collaborating in Canvas
  - Introduction to Trauma & Classroom Strategies
  - Edji and Clips
  - Canvas Support and Tips & Modules

### Acknowledgement

The District verifies that the information they provide to the Florida Department of Education contained in this form is consistent with, and meets the intent of, the provisions outlined in DOE Order No. 2020-EO-07.

<b>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</b>
Scott Hebert, Chief Academic Officer
<b>Contact information: email, phone number</b>
<a href="mailto:HebertS@citruschools.org">HebertS@citruschools.org</a> , 352-726-1931 ext. 2251
<b>Date submitted</b>
12/15/20
<b>Superintendent Signature (or authorized representative)</b>




# Spring 2021 Education Plan and Assurances

## APPENDIX A: Citrus County Schools- 2020-2021 Calendar – Revised

2020 - 2021 School Calendar- Revised Citrus County																																																										
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Required Instructional Time = 180 days or 900 instructional hours Actual Instructional Time in Citrus County = 177 full days; 2 half days / 975 instructional hours*																																																										
<b>Legend</b>		*Instructional Hours (avg): Elementary- 979; Middle- 975; High- 1003																																																								
	Holiday - Schools closed. Students and teachers do not report.	**Days out of school due to holidays may be affected by possible hurricane make-up days throughout the year.																																																								
	Teacher Workday - Students do not report.																																																									
	Professional Development - Students do not report.																																																									
	Important Date																																																									
	Elementary & Middle School Parent Conference Day / High School Professional Development - Students do not report.	End of Reporting Period																																																								

School Board Approved  
December 10, 2019; August 11, 2020 (revised)

## APPENDIX B: District-Wide Survey (Intervention Feedback)

The purpose of this survey is to gather information regarding intervention strategies that have been successful with students not making adequate progress. While we are interested primarily in strategies for students returning to Brick / Mortar, we welcome all suggestions for any successful strategy.

1. Please enter the school where you work.

2. Please select the option that best describes the grade level or subject that you teach.

- Elementary
- English / Reading
- Math
- Science
- Social Studies
- Language Acquisition (2nd Language)
- Elective

3. Please take a few minutes to list interventions that you have found to be successful or would like to try with students not making adequate progress. We will utilize this information as we continue focusing on supporting all our students second semester.

Please add one suggestion per survey field--up to three ideas (Thank you!)

What is your first suggestion?

4. Do you have a 2nd suggestion?

5. Do you have a third suggestion?

APPENDIX C: Notification Letter for Students NOT Making Adequate Progress



SANDRA "SAM" HIMMEL – SUPERINTENDENT OF SCHOOLS

*"Where Learning is the Expectation  
And Caring is a Commitment"*

THOMAS KENNEDY  
DISTRICT 1

VIRGINIA BRYANT  
DISTRICT 2

DOUGLAS A. DODD  
DISTRICT 3

SANDRA COUNTS  
DISTRICT 4

LINDA B. POWERS  
DISTRICT 5

Dear Parents/Guardians of \_\_\_\_\_,

Per Florida's Commissioner of Education Emergency Order, students who are not making adequate academic progress in the virtual learning setting must be transitioned to another learning modality (example: in-person/brick-and-mortar).

Your student is **not making adequate progress** in virtual classes based on his or her current grades, Quarter 1 grades, and progress monitoring assessments. Therefore, your student will automatically be enrolled back to his/her brick-and-mortar school beginning January 19<sup>th</sup>.

**Your student must meet the minimum criteria to be promoted to the next grade level** and this change in learning environment will allow us to provide additional supports and academic interventions for your student in the brick-and-mortar setting.

If you would like to request for your student to NOT return to his or her brick-and-mortar school and remain in the virtual learning setting, you **MUST** acknowledge receipt of this information and state the intent of remaining in the virtual setting by returning the bottom portion of this letter to your child's brick-and-mortar/zoned school during school hours **by December 18<sup>th</sup>**. You can also submit the bottom portion of this letter by scanning or attaching a picture of the signed form to [slacks@citruschools.org](mailto:slacks@citruschools.org) by December 18<sup>th</sup>.

Dear Citrus County School District:

I received notification that my student is not making adequate progress in the virtual setting and will be enrolled back in the brick-and-mortar school for the second semester. I understand that additional supports and interventions at the brick-and-mortar setting could offer more support to our student. **I also understand that if my student continues not making adequate academic progress and does not meet the minimum criteria required this year, my student may not be promoted to the next grade level.**

Although my student is not making adequate progress, my family still feels it is best for my student to remain in the virtual learning setting for the 2<sup>nd</sup> semester of this current school year.

\_\_\_\_\_  
Parent/Guardian Name (please print)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student Name (Please print)

\_\_\_\_\_  
Student ID Number

\_\_\_\_\_  
Date

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

**Citrus County Schools 2020-2021 District K-12**

**Comprehensive Evidence-Based Reading Plan**

**Contact Information**

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education’s (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

	<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Phone</b>
Main District Reading Contact	Patricia Kahler	Director of Elementary and Area Schools	<a href="mailto:kahlerp@citruschools.org">kahlerp@citruschools.org</a>	(352) 726-1931 ext. 2227
<b>Responsibility</b>	<b>Name</b>	<b>Title</b>	<b>Email</b>	<b>Phone</b>
Elementary ELA	Megan Furniss	Program Specialist	<a href="mailto:furnissm@citruschools.org">furnissm@citruschools.org</a>	(352) 726-1931 ext. 2238
Secondary ELA	Mary Leonard	Program Specialist	<a href="mailto:leonardm@citruschools.org">leonardm@citruschools.org</a>	(352) 726-1931 ext. 2247
Reading Endorsement	Lindy Woythaler	Director of Professional Development	<a href="mailto:woythalerl@citruschools.org">woythalerl@citruschools.org</a>	(352) 726-1931 ext. 2232
Reading Curriculum	Patricia Kahler	Director of Elementary and Area Schools	<a href="mailto:kahlerp@citruschools.org">kahlerp@citruschools.org</a>	(352) 726-1931 ext. 2227
Professional Development	Lindy Woythaler	Director of Professional Development	<a href="mailto:woythalerl@citruschools.org">woythalerl@citruschools.org</a>	(352) 726-1931 ext. 2232
Assessment	Amy Crowell	Director of Research and Accountability	<a href="mailto:crowella@citruschools.org">crowella@citruschools.org</a>	(352) 726-1931 ext. 2237
Data Element	Amy Crowell	Director of Research and Accountability	<a href="mailto:crowella@citruschools.org">crowella@citruschools.org</a>	(352) 726-1931 ext. 2237
Summer Reading Camp	Rene’ Johnson	Coordinator of Title I	<a href="mailto:johnsonr@citruschools.org">johnsonr@citruschools.org</a>	(352) 726-1931 ext. 2412
3 <sup>rd</sup> Grade Promotion	Patricia Kahler	Director of Elementary and Area Schools	<a href="mailto:kahlerp@citruschools.org">kahlerp@citruschools.org</a>	(352) 726-1931 ext. 2227

**Plan Information**

*How is the district communicating the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders?*

The district receives input and feedback regarding the implementation of the Comprehensive Evidence-Based Reading Plan with the following stakeholders: Principals, Assistant Principals, Instructional Coaches, and Program Specialists. The plan is also shared with the teachers, parents, and other community stakeholders through staff meetings, data days, School Advisory Council meetings, and Curriculum Nights at schools.

**APPENDIX D:** Citrus County Schools 2020-2021 Comprehensive Reading Plan

Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementation as required by 6A-6.053(1)(a) F.A.C.

District-Level Leadership 6A-6.053(7) F.A.C.

**K-5**

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	ESGI Language Addendum (K only) iReady Oral Language reports	Progress monitoring Diagnostic, Progress Monitoring/Formative, Summative	ESGI Platform	Three times a year (January, March, and May)
<i>Phonological awareness</i>	iReady diagnostic results and growth monitoring, standards mastery	Diagnostic, Progress Monitoring/Formative, Summative	Weekly and monthly iReady Reports & Progress monitoring assessments	Weekly, Monthly and beginning-middle-end of year assessments.
<i>Phonics</i>	iReady diagnostic results and growth monitoring, standards mastery	Diagnostic, Progress Monitoring/Formative, Summative	Weekly and monthly iReady Reports & Progress monitoring assessments	Weekly, Monthly and beginning-middle-end of year assessments.
<i>Fluency</i>	iReady diagnostic results and growth monitoring, standards mastery	Diagnostic, Progress Monitoring/Formative, Summative	Weekly and monthly iReady Reports & Progress monitoring assessments	Weekly, Monthly and beginning-middle-end of year assessments
<i>Vocabulary</i>	iReady diagnostic results and growth monitoring, standards mastery	Diagnostic, Progress Monitoring/Formative, Summative	Weekly and monthly iReady Reports & Progress monitoring assessments	Weekly, Monthly and beginning-middle-end of year assessments.
<i>Comprehension</i>	iReady diagnostic results and growth monitoring, standards mastery	Diagnostic, Progress Monitoring/Formative, Summative	Weekly and monthly iReady Reports & Progress monitoring assessments	Weekly, Monthly and beginning-middle-end of year assessments.

**6-12**

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
Achieve Literacy	Lexile Level growth	Progress Monitoring	Beginning, middle and end-of-year Level Set Assessment, monthly school data reports, quarterly data chats	Monthly, and three additional times a year
Xtreme Reading	Mastery of reading strategies	Progress Monitoring, Formative/Summative	Pre-Test/Post Test, formative and summative assessments	Monthly (Every 18-32 days depending on which section students are in)
USA TestPrep	Mastery of standards	Diagnostic Progress Monitoring	Pre-Test/Post Test, formative and summative assessments	

**APPENDIX D:** Citrus County Schools 2020-2021 Comprehensive Reading Plan

**K-12 Data Analysis and Decision-making as required by 6A-6.053(1)(b) F.A.C.**

<b>Data Analysis and Decision-making</b>				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
<p>The district will ensure the use of student reading data from district formative assessments administered throughout the 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. District level administrators from the following departments: Executive Team, Educational Services (including Research &amp; Accountability, Elementary Education, Secondary Education, Professional Development, Title I, and Title III), Exceptional Student Education, and Student Services are responsible for collecting and reviewing data monthly. The data is also reviewed with the Principals monthly.</p>	<p>The Director of Elementary and Area schools will schedule breakout data analysis sessions with Principals, Assistant Principals, Literacy Coaches and District Administrators and Program Specialists. These meetings will provide time for problem solving teams to make data driven decisions on how best to meet the needs of schools and students while following the requirements of the K-12 Reading Plan in an explicit manner.</p>	<p>District level leadership will form 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 will be 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). Teachers are expected to review the data on a regular basis through data chats led by school-based leadership teams.</p>	<p>Concerns are communicated with the following:</p> <ul style="list-style-type: none"> <li>-The Director of Elementary Education will schedule monthly district meetings with school literacy coaches to review and discuss intervention goals and options.</li> <li>-The Director of ESE will schedule 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).</li> </ul>	<p>District level administrators from the following departments: Executive Team, Educational Services (including Research &amp; Accountability, Elementary Education, Secondary Education, Professional Development, Title I, and Title III), Exceptional Student Education, and Student Services are responsible for collecting and reviewing data.</p> <p>-District level Program Specialists, TOSAs, and Reading/Literacy Coaches collect and review data on a consistent basis.</p>

**APPENDIX D:** Citrus County Schools 2020-2021 Comprehensive Reading Plan

**School Level Leadership 6A-6.053(8) F.A.C.**

<b>Practice</b>	<b>Who ensures that the practice is informed by a specific purpose?</b>	<b>How is the purpose communicated?</b>	<b>How often is the data being collected?</b>	<b>How is the data being shared and by whom?</b>	<b>How often is the data being reviewed and by whom?</b>
Weekly reading walkthroughs by administrators	Principal	Leadership Team Meetings	Weekly	Weekly, by Leadership Team (Principal, Assistant Principal, Literacy Coaches, Instructional Coaches, Teachers on Special Assignment)	Weekly, by Leadership Team
Data chats	Leadership Team	Team/Department Meetings, Data Days	Weekly, quarterly	Weekly, quarterly Team/Department Meetings, Data Days by Leadership Team	Monthly, by Leadership Team
Reading Leadership Team per 6A-6.053(3) F.A.C.	Principal and Assistant Principals	Strategic Planning, Team/Department Meetings	Monthly	Monthly Leadership Team	Monthly Leadership Team
Monitoring of plan implementation	Leadership Team	Strategic Planning, Team/Department Meetings	Monthly	Monthly at Instructional Coach and Curriculum Meetings	Monthly at Instructional Coach and Curriculum Meetings
<b>Implementation and Progress-monitoring</b>					
What problem-solving steps are in place for making decisions based on data?	How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?		How will district leadership provide plan implementation oversight, support and follow-up?		
Teachers are meeting daily/weekly, using the following: Online path, DFAs, adjusting instruction based on data. If a teacher has a concern regarding a student, a teacher can initiate a problem-solving meeting with the school-based leadership team at any time during the school year. The problem-solving team meets as necessary to determine if the intensity and duration of the interventions are appropriate. The Progress Monitoring Plan is utilized to guide the process. Teachers can initiate a problem-solving team meeting to discuss the individual needs of a	Schools will conduct quarterly data days where concerns will be addressed. During the data days, student data is reviewed, and interventions are adjusted, as necessary.		Monthly at Principal, Assistant Principal, Instructional Coach and Curriculum Meetings		

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

<p>student at any time. Schools will revise, modify, intensify or supplement instruction and interventions, as necessary. If a student 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, the problem-solving team will meet to discuss and adjust the intensity and frequency of the intervention.</p>		
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**Professional Development per 6A-6.053(4) F.A.C.**

<b>Requirement</b>	<b>How is it communicated to principals?</b>	<b>How is it monitored by principals?</b>	<b>How often is it reported to the district and in what format?</b>	<b>To whom is it reported at the district?</b>	<b>Who at the district level is responsible for following up if the professional development requirement isn't happening?</b>
<p>Training in multisensory reading intervention</p>	<p>Monthly Principal's Meetings</p>	<p>Attendance/Hours Log, Informal/Formal classroom walkthroughs</p>	<p>Monthly at Principal, Assistant Principal, Instructional Coach and Curriculum Meetings-whole group PD and breakout sessions</p>	<p>District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education, Professional Development, Title I), Exceptional Student Education, and Student Services.</p>	<p>District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education, Professional Development, Title I), Exceptional Student Education, and Student Services.</p>
<p>Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth</p>	<p>Monthly Principal's Meetings</p>	<p>Attendance/Hours Log, Informal/Formal classroom walkthroughs</p>	<p>Monthly at Principal, Assistant Principal, Instructional Coach and Curriculum Meetings-whole group PD and breakout sessions</p>	<p>District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education, Professional Development, Title I), Exceptional Student Education, and Student Services.</p>	<p>District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education, Professional Development, Title I, and Title III), Exceptional Student Education, and Student Services.  District level Program Specialists, and Reading/Literacy Coaches.</p>



**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

Identification of mentor teachers	Monthly Principal's Meetings	Teacher Induction Program	Teacher Induction Program	Director of Professional Development, Lindy Woythaler	Director of Professional Development, Lindy Woythaler
Establishing of model classrooms within the school	Monthly Principal's Meetings	Classroom walkthroughs and lesson studies	Monthly at Principal, Assistant Principal, Instructional Coach and Curriculum Meetings-whole group PD and breakout sessions	District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education, Professional Development, Title I), Exceptional Student Education, and Student Services.	District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education, Professional Development, Title I, and Title III), Exceptional Student Education, and Student Services.
Providing teachers with time weekly to meet together for professional development including lesson study and PLCs	Monthly Principal's Meetings	Templates/minutes completed by PLC groups	Monthly at Principal, Assistant Principal, Instructional Coach and Curriculum Meetings-whole group PD and breakout sessions	District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education, Professional Development, Title I), Exceptional Student Education, and Student Services.	District level administrators from the following departments: Educational Services (Elementary Education, Secondary Education, Professional Development, Title I, and Title III), Exceptional Student Education, and Student Services.

**Instruction**

**K-5 Uninterrupted 90-minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.**

<b>Requirement</b>	<b>How is it communicated to principals?</b>	<b>How is it monitored by principals?</b>	<b>How is it reported to the district?</b>	<b>To whom is it reported at the district?</b>	<b>How often is it reported to the district?</b>
Whole group instruction utilizing an evidence-based sequence of reading instruction	Strategic Planning, Monthly Principal Meetings	Weekly classroom informal/formal observations	Weekly, by Leadership Team (Principal, Assistant Principal, Literacy Coaches, Instructional Coaches, Teachers on Special Assignment)	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, and Literacy Coaches review data on a consistent basis.	Monthly

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

Small group differentiated instruction to meet individual student needs	Strategic Planning, Monthly Principal Meetings	Weekly classroom informal/formal observations	Weekly, by Leadership Team (Principal, Assistant Principal, Literacy Coaches, Instructional Coaches, Teachers on Special Assignment)	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 are responsible for collecting and reviewing data. -District level Program Specialists, and Reading/Literacy Coaches collect and review data on a consistent basis.	Monthly
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**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

**Budget per 6A-6.053(2) F.A.C.**

How is the district prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds?

The instructional/academic coaches funded through the Comprehensive top priority will be to work with K-3 grade teachers to ensure rigorous, standards-based instruction and research-based strategies are implemented with fidelity. The instructional coach will prioritize coaching cycles in K-3 grade classrooms with new and developing teachers in the fall of this school year. The primary focus will be on the five components of literacy and building the capacity to embed iReady into the instructional routine as a foundational piece for core instruction. The instructional coach will work alongside all teachers to provide professional development on understanding iReady diagnostic reports for both reading and math, utilizing the Citrus Formative Assessments, and understanding how to interpret the data to plan instruction that meets the individual needs of the students. The instructional coach will support all teachers by modeling effective instruction, identifying systematic patterns of student need, and participating in the design and delivery of professional development. Support for the instructional coach will be provided through monthly professional development meetings with the district-level Educational Services team.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	12,000.00
District expenditures on reading coaches assigned to elementary schools	650,550.65
District expenditures on reading coaches assigned to secondary schools	43,719.35
District expenditures on intervention teachers assigned to elementary schools	
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools	10,000.00
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	1500.00
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	ESTIMATED 6/24/20 \$717,770.00
Amount of District Research-Based Reading Instruction Allocation	

**Summer Reading Camp**

All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. An addendum will be sent out the last week of August 2020 requesting specific information.

What evidence-based instructional materials are being used for Summer Reading Camp? *iReady, Teacher Created Materials Focused Reading Intervention*

Will students in grades other than 3 be served also? Yes  No

If yes, which grade levels? 2<sup>nd</sup> grade, English Language Learners K-5

## Reading Allocation Literacy Coaches

### Minimum Qualifications per 6A-6.053(6)(d) F.A.C.:

Coaches must meet the following criteria:

- reading endorsement or reading certification
- 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
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information on what problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.?

The allocation of literacy coaches is based on school population and student achievement data on the statewide assessment in reading. Our elementary schools district-wide average for ELA learning gains and ELA learning gains of lowest quartile are below the state average based on the 2019 FSA ELA. This trend, along with the K-3 priority, indicates that our elementary schools have the greatest need. We utilize funds from the reading grant to fund instructional coaches and intensive reading teachers at our elementary schools. In addition, we have funded one Instructional Coach funded out of the reading grant that works with our three high schools. Our 2019 FSA ELA for ninth and tenth grade has been below the state average the past few years. We are currently scoring at the statewide average and contribute the upward trend to the work of the high school Instructional coaches (which have been previously funded out of the reading grant).

How have you communicated to principals, coaches, teachers, and district staff that coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are to spend limited time administering or coordinating assessments?

The following expectations were shared with the Principals regarding the use of Instructional Coaches: The instructional Coaches top priority will be to work with teachers to ensure rigorous, standards-based instruction and research-based strategies are implemented with fidelity. The instructional coach will work alongside all teachers to provide professional development on understanding iReady and Achieve diagnostic reports for both reading and math, utilizing the Citrus Formative Assessments, and understanding how to interpret the data in order to plan instruction that meets the individual needs of the students. The instructional coach will support all teachers by modeling effective instruction, identifying systematic patterns of student need, and participating in the design and delivery of professional development. Support for the instructional coach will be provided through monthly professional development meetings with the district-level Educational Services team.

Who is monitoring whether that is adhered to? Whom do coaches go to with concerns if these requirements are not followed?

The Director of Elementary Education meets with the Instructional Coaches monthly, as do the Coordinators of Secondary Education. This provides the opportunity for professional development on the instructional coaching model. The instructional coaches support all teachers by modeling effective instruction, identifying systematic patterns of student need, and participating in the design and delivery of professional development. Support for the instructional coaches is provided through monthly professional development meetings with the district-level Educational Services team.

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

**Coaching Model per 6A-6.053(6)(b) F.A.C.**

Is your district using the Just Read, Florida! coaching model? Yes  No

If you checked no, please complete and submit the Alternative Coaching Model document.

If you checked yes, please fill out the following chart:

<b>Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.</b>				
<ul style="list-style-type: none"> <li>• Provide professional development on the following:                             <ul style="list-style-type: none"> <li>○ the major reading components, as needed, based on an analysis of student performance data</li> <li>○ administration and analysis of instructional assessments</li> <li>○ providing differentiated instruction and intensive intervention</li> </ul> </li> <li>• Model effective instructional strategies for teachers</li> <li>• Facilitate study groups</li> <li>• Train teachers in data analysis and using data to differentiate instruction</li> <li>• Coach and mentor colleagues</li> <li>• Provide daily support to classroom teachers</li> <li>• Work with teachers to ensure that evidence-based reading programs are implemented with fidelity</li> <li>• Help to increase instructional density to meet the needs of all students</li> <li>• Help lead and support reading leadership teams at their school(s)</li> <li>• Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies</li> <li>• Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms</li> </ul>				
<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
Monthly Principal meetings	Coaching Logs	Directors	Quarterly	As a Professional Learning Community with the Principals, we review school and district level iReady data monthly. We discuss trends and patterns in the data. We also have Instructional Coaching meetings monthly in which we provide professional development focusing on the Instructional coaching model.

**Other Considerations**

**Reading Intervention Data Element per 6A-6.053(7)(e)**

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:

- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers;
- Reading Certification progress status for teachers.

**Charter schools per 6A-6.053(5)**

Charter schools must 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. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

**Instructional Continuity Plan**

Given that it is important to plan ahead for any contingency, please attach your Instructional Continuity Plan for 2020-2021 if you wish to have it reviewed by Just Read, Florida! We will offer feedback and suggest resources.

**Curriculum/Instruction/Assessment Decision Trees per 6A-6.053(9)(c)**

Use the following decision tree template to address ALL district students. What follows is one tree that can be copied as needed. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing
- 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
- A description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention
- Core curriculum and K-12 intervention materials 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

<b>Curriculum, Instruction, and Assessment Decision Tree</b>	
<b>Grade Level(s): K-5</b>	
<b>IF:</b>	Student meets at least one of the following criteria at beginning of school year: Scores at or above the 50 <sup>th</sup> percentile based on iReady FLKRS (Kindergarten only): Scores at or above 497
<b>THEN:</b>	<b>TIER 1 Only</b>
<b>TIER 1</b>	<i>Initial instruction:</i> <ul style="list-style-type: none"> <li>• <i>is aligned with the standards</i></li> <li>• <i>builds background and content knowledge, motivation</i></li> <li>• <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>• <i>incorporates writing in response to reading</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>• <i>incorporates the principles of Universal Design for Learning</i></li> <li>• <i>includes specially designed instruction for students with disabilities</i></li> </ul>
	<b>Core Curriculum</b>
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

Scott Foresman Reading Street, Strong Evidence (Source-Evidence for ESSA)  
[https://assets.savvas.com/asset\\_mgr/current/201732/ESSA-ReadingStreet.pdf?\\_ga=2.149518975.89791060.1597684015-573804946.1597684015](https://assets.savvas.com/asset_mgr/current/201732/ESSA-ReadingStreet.pdf?_ga=2.149518975.89791060.1597684015-573804946.1597684015)

Curriculum Associates iReady, Promising Evidence (Source-Evidence for ESSA)  
<https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf>

**Progress Monitoring**

<b>Assessment &amp; Frequency</b>	<b>Performance Criteria that indicates Tier 1 is sufficient</b>	<b>Performance Criteria that would prompt addition of Tier 2 interventions</b>
<p><b>Universal Screeners/assessments</b>  <b>Kindergarten-</b> Florida Kindergarten Readiness Screener (FLKRS) (one time-beginning of the year), ESGI (monthly), iReady (three times a year), Teacher observations (multiple times)</p> <p><b>First Grade through Third Grade-</b> Teacher observation (multiple times), iReady (three times a year), District assessments throughout the year</p> <p><b>Fourth and Fifth Grade-</b> Past FSA scores, District assessments throughout the year, iReady (three times a year), Teacher observations (multiple times a year)</p>	<p><b>iReady</b>                      Student scores at or above the 50<sup>th</sup> percentile</p> <p><b>FLKRS</b>                      Scaled Score of 497-529</p> <p>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: iReady, teacher observations, classroom grades, and other progress monitoring tools.</p>	<p><b>iReady</b>                      Student scores below the 50<sup>th</sup> percentile</p> <p><b>FLKRS</b>                      Scaled Score of 438-496</p> <p>Are students making adequate progress with core differentiated instruction, small group remediation, UDL strategies, and multisensory strategies? Are they meeting proficiency expectations or are they on track to meet proficiency expectations by the end of the year as measured by the screeners/assessments referenced below? See Table B- D Below. If not, then add Tier 2 intervention.</p>
<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b></p> <ul style="list-style-type: none"> <li>• Through formal and informal classroom walkthroughs by school/district administrators and instructional coaches.</li> <li>• Data Days</li> <li>• Monthly Principal, Assistant Principal, and Instructional Coach meetings</li> <li>• Professional Learning Communities</li> </ul>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Instructional Coaches. In addition:</p> <ul style="list-style-type: none"> <li>• Professional Learning Communities-Review data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.</li> <li>• Data days-analyze and use data to identify deficits and create plans to adjust instructional practices to increase student achievement.</li> <li>• Instructional Coach Meetings-Forum to share best practices, review data and problem solve instructional needs as a school/district.</li> </ul> <p>Assistant Principal/Principal Meetings-Review and share best practices observed in classrooms and schools to improve student achievement.</p>	
<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b></p> <ul style="list-style-type: none"> <li>• Through formal and informal classroom walkthroughs by school/district administrators and instructional coaches.</li> <li>• Data Days</li> <li>• Monthly Principal, Assistant Principal, and Instructional Coach meetings</li> <li>• Professional Learning Communities</li> </ul>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Instructional Coaches. In addition:</p> <ul style="list-style-type: none"> <li>• Professional Learning Communities-Review data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.</li> <li>• Data days-analyze and use data to identify deficits and create plans to adjust instructional practices to increase student achievement.</li> <li>• Instructional Coach Meetings-Forum to share best practices, review data and problem solve instructional needs as a school/district.</li> </ul> <p>Assistant Principal/Principal Meetings-Review and share best practices observed in classrooms and schools to improve student achievement.</p>	

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

**How is instruction modified for students who receive instruction through distance learning?**

Small group/individual instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.

<b>IF:</b>	<p><b>Grade Level (s): K-5</b>                  Student meets at least one of the following criteria at beginning of school year:                  Scores between the 25-49<sup>th</sup> percentile based on iReady                  FLKRS (Kindergarten only): Scores at or above 438-496</p>				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>are aligned with standards</li> <li>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>are matched to the needs of the students</li> <li>provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>occurs during time allotted in addition to core instruction</li> <li>includes accommodations (IEP, ESOL or 504)</li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	<p><b>iReady</b>-Promising Evidence (Source-Evidence for ESSA)</p> <p>Student scores between the 25<sup>th</sup> and 49<sup>th</sup> percentile based on iReady.</p> <p><b>Strategies:</b> MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction</p>	<p>Progress monitoring assessment /weekly</p>	<p><b>iReady</b> The student has scored above the 50<sup>th</sup> percentile</p> <p><b>FLKRS</b> Scaled Score of 497-529</p> <p>Student has continually met/responded to Tier 2 intervention progress monitoring.</p>	<p><b>iReady</b> Student scores between the 25<sup>th</sup> and 49<sup>th</sup> percentile Student is not consistently responding to the interventions.</p> <p><b>FLKRS</b> Scaled Score of 438-496</p>	<p><b>iReady</b> Student scores between the 12<sup>th</sup> percentile and the 24<sup>th</sup> percentile</p> <p>Classroom teacher reviews the student's strengths and weaknesses and determines why the student is not responding to the intervention. Small group intensive interventions are implemented with higher intensity and frequency.</p> <p><b>FLKRS</b> Scaled Score of 437 or below</p>
	<b>Number of times a week intervention provided</b>	3-5		<b>Number of minutes per intervention session</b>	20-30
<p><b>What procedures are in place to identify and solve problems to improve Tier 2 intervention's effectiveness, including alignment with core curriculum and instruction?</b></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Instructional Coaches.                  In addition:</p> <ul style="list-style-type: none"> <li>Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.</li> </ul>					



**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

	<ul style="list-style-type: none"> <li>Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement.</li> <li>Instructional Coach Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.</li> </ul> <p>Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.</p>	
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Scott Foresman Reading Street, Strong Evidence (Source-Evidence for ESSA) Curriculum Associates iReady, Promising Evidence (Source-Evidence for ESSA)</p>	<p>Scott Foresman Reading Street, Strong Evidence (Source-Evidence for ESSA) <a href="https://assets.savvas.com/asset_mgr/current/201732/ESSA-ReadingStreet.pdf?_ga=2.149518975.89791060.1597684015-573804946.1597684015">https://assets.savvas.com/asset_mgr/current/201732/ESSA-ReadingStreet.pdf?_ga=2.149518975.89791060.1597684015-573804946.1597684015</a></p> <p>Curriculum Associates iReady, Promising Evidence (Source-Evidence for ESSA) <a href="https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf">https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf</a></p>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b></p> <p>Small group/individual instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.</p>	

<b>IF:</b>	<p><b>Grade(s): K-5</b> Student meets at least one of the following criteria at beginning of school year: Scores below the 24<sup>th</sup> percentile based on iReady FLKRS (Kindergarten only): Scores at 437 or below</p>		
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>		
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>		
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>	
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

<p><b>iReady</b>-Promising Evidence (Source-Evidence for ESSA)</p> <p>Student scores between the 12<sup>th</sup> and 24<sup>th</sup> percentile based on iReady.</p> <p><b>Strategies:</b> MTSS Tier 3 support; Limited, but targeted, support; Small Group Explicit Instruction</p>	<p>Progress monitoring assessment/weekly</p>	<p><b>iReady</b> Student scores between the 24<sup>th</sup> and 50<sup>th</sup> percentile</p> <p><b>FLKRS</b> Scaled Score of 438 or above</p> <p>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. Perform gap analysis in determining whether to move a student back to Tier 2. The PMP/intervention is updated, and Tier 2 intervention continues. Weekly (minimum) progress monitoring data is collected. Parents are notified/conferences conducted to address concern(s).</p>	<p><b>iReady</b> Student scores below the 11<sup>th</sup> percentile</p> <p><b>FLKRS</b> Scaled Score of 437 or below</p> <p>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 intervention begins. Weekly (minimum) progress monitoring data is collected. Parents are notified/conferences conducted to address concern(s).</p>
<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>			
<p><b>Number of times a week intervention provided</b></p>	<p><b>4-5</b></p>	<p><b>Number of minutes per intervention session</b></p>	<p><b>20-30</b></p>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Instructional Coaches. In addition:</p> <ul style="list-style-type: none"> <li>Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.</li> <li>Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to increase student achievement.</li> <li>Instructional Coach Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.</li> </ul> <p>Assistant Principal/Principal Meetings- Reviewing and sharing best practices observed in classrooms and working at their schools to improve student achievement.</p>			
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Scott Foresman Reading Street, Strong Evidence (Source-Evidence for ESSA)  <a href="https://assets.savvas.com/asset_mgr/current/201732/ESSA-ReadingStreet.pdf?_ga=2.149518975.89791060.1597684015-573804946.1597684015">https://assets.savvas.com/asset_mgr/current/201732/ESSA-ReadingStreet.pdf?_ga=2.149518975.89791060.1597684015-573804946.1597684015</a></p> <p>Curriculum Associates iReady, Promising Evidence (Source-Evidence for ESSA)  <a href="https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf">https://districtadministration.com/wp-content/uploads/2018/12/CAApril.pdf</a></p>			
<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Small group/individual instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.</p>			

APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan

<b>Curriculum, Instruction, and Assessment Decision Tree</b>		
<b>Grade Level(s): 6-8</b>		
<b>IF:</b>	Student meets at least one of the following criteria at beginning of school year: <ul style="list-style-type: none"> <li>• Student scores a level 3 or above on FSA</li> <li>• Student scores at 80% or above based on USA Test Prep diagnostic assessment</li> <li>• Sixth grade-Lexile at 925L or above</li> <li>• Seventh grade-Lexile at 970L or above</li> <li>• Eighth Grade-Lexile at 1010L or above</li> </ul>	
<b>THEN:</b>	<b>TIER 1 Only</b>	
<b>TIER 1</b>	Student is scheduled into English or Honors English for the appropriate grade level <i>Initial instruction:</i> <ul style="list-style-type: none"> <li>• <i>is aligned to standards</i></li> <li>• <i>builds background and content knowledge, motivation</i></li> <li>• <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>• <i>incorporates writing in response to reading</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>• <i>incorporates the principles of Universal Design for Learning</i></li> <li>• <i>includes specially designed instruction for students with disabilities</i></li> </ul>	
	<i>Core Curriculum</i>	
	<i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i>	
	HMH Collections & HMH Close Reader- This is a comprehensive program designed to help all students reach the high expectations of the Language Arts Florida Standards. The instructional design of complex and rigorous texts is supported by scaffolding and modeling of close reading, analysis, synthesis, and citing of specific textual evidence. Writing instruction is also integrated into the program around anchor texts and performance tasks. Language skills and vocabulary strategies necessary for reading and writing complex texts are incorporated throughout this comprehensive, research-based program. Digital elements and features are integrated to offer teachers and students the resources and tools they need for success.	
	<i>Progress Monitoring</i>	
	<i>Assessment &amp; Frequency</i>	<i>Performance Criteria that indicates Tier 1 is sufficient</i>
<ul style="list-style-type: none"> <li>○ <b>USA Test Prep-</b> Moderate Evidence (Source-Evidence for ESSA)Diagnostic assessment At least three times a year</li> <li>○ Progress monitoring throughout school year</li> </ul>	<b>USA Test Prep</b>  Students are mastering 80% of the standards based on USA Test Prep and District Assessments.	<b>USA Test Prep</b>  Students are mastering less than 80% of the standards based on USA Test Prep and District Assessments.  Sixth grade-Below 920L Seventh grade Below 965L Eighth grade Below 1005L

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

	<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b>          Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches          In addition:</p> <ul style="list-style-type: none"> <li>• Professional Learning Communities</li> <li>• Data days</li> <li>• Curriculum Meetings</li> <li>• Assistant Principal Meetings</li> <li>• Principal Meetings</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b>          Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches          In addition:</p> <ul style="list-style-type: none"> <li>• School-based and district-based leadership teams review the progress monitoring data to ensure that 80% of the students in each class and school are successful with the core curriculum. District and school-based walk throughs are conducted throughout the school year to ensure that the balanced literacy framework is followed during the ninety-minute literacy block.</li> <li>• Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.</li> <li>• Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement.</li> <li>• Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.</li> <li>• Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.</li> </ul>
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b>          Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches          In addition:</p> <ul style="list-style-type: none"> <li>• Professional Learning Communities</li> <li>• Data days</li> <li>• Curriculum Meetings</li> <li>• Assistant Principal Meetings</li> <li>• Principal Meetings</li> </ul>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b>          Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches          In addition:</p> <ul style="list-style-type: none"> <li>• Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.</li> <li>• Administrative teams monitor teacher lesson plans to ensure that they are rigorous, standards-based, and follow district curriculum maps.</li> <li>• Data days-analyzing data to identify deficits and create plans to adjust instructional practices to increase student achievement.</li> <li>• School Improvement Plans (SIPs) and school data guide district-wide and schools site professional development for school leaders and teachers.</li> <li>• Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.</li> <li>• Assistant Principal/Principal Meetings-Reviewing and sharing best practices in reviewing curriculum and determining if there is a need for supplemental resources to support instruction.</li> </ul>
<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b>          Small group/individual instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.</p>		

APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan

**Grade Level(s): 6-8**

<b>IF:</b>	<p>Student meets at least one of the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>• Student scores a level 2 or below on FSA</li> <li>• Student scores below 80% based on USA Test Prep diagnostic assessment</li> </ul> <p>Sixth grade Lexile between 560L-920L Seventh grade Lexile between 630L-965L Eighth grade Lexile between 665-1005L</p>
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<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>
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<b>TIER 1 instruction and TIER 2 interventions</b>	<p>Student is scheduled into one or more of the following courses-Reading or ELA with a focus on reading strategies <i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• <i>are aligned to standards</i></li> <li>• <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>• <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>• <i>are matched to the needs of the students</i></li> <li>• <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>• <i>occurs during time allotted in addition to core instruction</i></li> <li>• <i>include accommodations (IEP, ESOL or 504)</i></li> </ul>
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<b>TIER 1 instruction and TIER 2 interventions</b>	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	<p><b>USA Test Prep</b>-Moderate Evidence (Source-Evidence for ESSA)</p> <p><b>Achieve 3000</b> -Strong Evidence (Source-Evidence for ESSA)</p> <p><b>Strategies:</b> MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction</p>	<p>Diagnostic assessments, Progress monitoring assessment/weekly</p> <p>Monthly Lexile Growth</p>	<p><b>USA Test Prep</b></p> <p>Student scores above 80% based on USA Test Prep</p> <p><b>Achieve 3000</b> Sixth grade-Above 920 L Seventh Grade-Above 965L Eighth Grade-Above 1005L</p>	<p><b>USA Test Prep</b></p> <p>Student scores between 79%-51% based on USA Test Prep</p> <p><b>Achieve 3000</b> Sixth grade-Below 920 L Seventh Grade-Below 965L Eighth Grade-Below 1005L</p>	<p><b>USA Test Prep</b></p> <p>Student scores below 50% based on USA Test Prep</p> <p><b>Achieve 3000</b> Sixth grade-Below 555 L Seventh Grade-Below 625L Eighth Grade-Below 660L</p>
	<b>Number of times a week intervention provided</b>	2-4 days	<b>Number of minutes per intervention session</b>		20-30

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

***What procedures are in place to identify and solve problems to improve Tier 2 intervention effectiveness, including alignment with core curriculum and instruction?***

Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches  
In addition:

- Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.
- Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement.
- Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

***Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.***

Several independent and rigorous studies have demonstrated the positive impact of Achieve3000 Literacy on students' reading achievement. Evidence for ESSA recognized Achieve3000 for demonstrating *strong* evidence of efficacy based on results from a third-party randomized controlled trial study of its solutions for middle and high school students with a positive effect size of +0.29.

Five studies met the inclusion standards, with a modest total effect size of +0.09 on reading measures. One study in Portland, OR found positive outcomes in comparison to control schools in both middle and high schools (effect size = +0.15), and this qualifies Xtreme Reading for the ESSA "Strong" category.

<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

<https://www.evidenceforessa.org/programs/reading/sim-xtreme-reading-struggling-readers>

***How are Tier 2 interventions modified for students who receive interventions through distance learning?***

Small group/individual targeted instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.

**Grade Level(s): 6-8**

<b>IF:</b>	<p>Student meets at least one of the following criteria at beginning of school year:</p> <ul style="list-style-type: none"> <li>• Level 1 on FSA with a previous two-year trend:             <ul style="list-style-type: none"> <li>○ 251-296 (Gr 4 FSA)</li> <li>○ 257-303 (Gr 5 FSA)</li> <li>○ 259-308 (Gr 6 FSA)</li> <li>○ 267-317 (Gr 7 FSA)</li> <li>○ 274-321 (Gr 8 FSA)</li> </ul> </li> <li>• Student scores below 50% based on USA Test Prep</li> <li>• Sixth grade-Lexile below 560L</li> <li>• Seventh grade-Lexile below 630L</li> <li>• Eighth Grade-Lexile below 665L</li> </ul>
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3</b>	<p>Student is scheduled into a full year, single class period of Intensive Reading in addition to their required English class. Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> </ul>

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

- more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions
- *additional time allotted is in addition to core instruction and tier 2 interventions*

**TIER 3 Programs/Materials/Strategies & Duration**

**TIER 3 Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction**

**Performance Criteria that would prompt changes to Tier 3 interventions**

**USA Test Prep**-Moderate Evidence (Source-Evidence for ESSA)

**Achieve 3000**-Strong Evidence (Source-Evidence for ESSA)

**Strategies:** MTSS Tier 3 support; Intensive, targeted support; Small Group Explicit Instruction

Progress monitoring assessment/weekly

Monthly Lexile Growth

**USA Test Prep**  
Student is scoring between 50-79% based on USA Test Prep.

**Achieve 3000**  
Sixth grade-560L-920L  
Seventh Grade-630L-965L  
Eighth Grade-665L-1005L

**USA Test Prep**  
Student is not responding to interventions based on grade distribution and item analysis on USA Test Prep. Student is scoring below 50% mastery.

**Achieve 3000**  
Sixth grade-Below 555L  
Seventh Grade-Below 625L  
Eighth Grade-Below 660L

**Xtreme Reading**-Strong Evidence (Source-Evidence for ESSA)  
**Strategies:** MTSS Tier 3 support; Intensive, targeted support; Small Group Explicit Instruction

Assessments for each section of the program, every 18-32 days depending on the section-The assessments will monitor the mastery of reading strategies taught in the program

Student is scoring between 50-79% mastery.

Student not responding to intervention, not meeting any benchmarks in program. Student is scoring below 50% mastery.

**All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.**

**Number of times a week intervention provided**

3-5 days

**Number of minutes per intervention session**

20-30

**What procedures are in place to identify and solve problems to improve Tier 3 intervention effectiveness, including alignment with core curriculum and instruction?**

Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches  
In addition:

- Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.
- Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement.
- Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.
- Assistant Principal/Principal Meetings-Reviewing and sharing of best practices observed in classrooms, and what is working at their schools to improve student achievement.

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

***Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.***

Several independent and rigorous studies have demonstrated the positive impact of Achieve3000 Literacy on students' reading achievement. Evidence for ESSA recognized Achieve3000 for demonstrating *strong* evidence of efficacy based on results from a third-party randomized controlled trial study of its solutions for middle and high school students with a positive effect size of +0.29.

Five studies met the inclusion standards, with a modest total effect size of +0.09 on reading measures. One study in Portland, OR found positive outcomes in comparison to control schools in both middle and high schools (effect size = +0.15), and this qualifies Xtreme Reading for the ESSA "Strong" category.

<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

<https://www.evidenceforessa.org/programs/reading/sim-xtreme-reading-struggling-readers>

***How are Tier 3 interventions modified for students who receive interventions through distance learning?***

Small group/individual intensive instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.



**Grade Level(s): 9-12**

<p><b>IF:</b></p>	<p>Student meets at least one of the criteria the following criteria at beginning of school year:</p> <p><b>Current Students in 9<sup>th</sup> or 10<sup>th</sup> Grade:</b>            Previous score of Level 3 or above on FSA at the Secondary Level for 2019:</p> <ul style="list-style-type: none"> <li>○ 333 or above (Gr 7 FSA)</li> <li>○ 337 or above (Gr 8 FSA)</li> </ul> <p><b>Current Students in 11<sup>th</sup> or 12<sup>th</sup> grade:</b>            Previous score of a Level 3 or above on FSA at the secondary level for 2019 or a passing concordant score</p> <ul style="list-style-type: none"> <li>● 343 or above (Gr 9 FSA)</li> <li>● 350 or above (Gr 10 FSA)</li> </ul> <p>Student scores above 80% based on USA Test Prep diagnostic assessment</p>	
<p><b>THEN:</b></p>	<p style="text-align: center;"><b>TIER 1 Only</b></p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>TIER 1</b></p>	<p>Student is scheduled into English, English Honors, or Advanced Placement English for the appropriate grade level  <i>Initial instruction:</i></p> <ul style="list-style-type: none"> <li>● <i>is aligned to standards</i></li> <li>● <i>builds background and content knowledge, motivation</i></li> <li>● <i>provides print rich, systematic, scaffolded, and differentiated instruction</i></li> <li>● <i>incorporates writing in response to reading</i></li> <li>● <i>includes accommodations (IEP, ESOL or 504)</i></li> <li>● <i>incorporates the principles of Universal Design for Learning</i></li> <li>● <i>includes specially designed instruction for students with disabilities</i></li> </ul>	
	<p style="text-align: center;"><i>Core Curriculum</i></p>	
	<p style="text-align: center;"><i>Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.</i></p>	
	<p>HMH Collections &amp; HMH Close Reader (<i>Demonstrates a Rationale</i>): This is a comprehensive program designed to help all students reach the high expectations of the Language Arts Florida Standards for Language Arts. The instructional design of complex and rigorous texts is supported by scaffolding and modeling of close reading, analysis, synthesis, and citing of specific textual evidence. Writing instruction is also integrated into the program around anchor texts and performance tasks. Language skills and vocabulary strategies necessary for reading and writing complex texts are incorporated throughout this comprehensive, research-based program. Digital elements and features are integrated to offer teachers and students the resources and tools they need for success.            AP: The Language of Composition, An Introduction to Reading and Writing</p>	
	<p style="text-align: center;"><i>Progress Monitoring</i></p>	
	<p style="text-align: center;"><i>Assessment &amp; Frequency</i></p>	<p style="text-align: center;"><i>Performance Criteria that indicates Tier 1 is sufficient</i></p>
<p><b>USA TestPrep-Moderate Evidence</b> (Source-Evidence for ESSA)</p> <ul style="list-style-type: none"> <li>○ Diagnostic assessment At least three times a year</li> <li>○ Progress monitoring</li> </ul>	<p><b>USA TestPrep</b>            Students are mastering 80% of the standards based on USA Test Prep and District Assessments.</p>	<p><b>USA TestPrep</b>            Students are mastering less than 80% of the standards based on USA TestPrep and District Assessments.</p> <p>Ninth grade -Below 1050L            Tenth grade Below 1080L            Eleventh/Twelfth grade Below 1185L</p>

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

<p>throughout school year</p> <p>District Formative Assessment</p> <ul style="list-style-type: none"> <li>○ Throughout the year</li> </ul> <p>Assessments from instructional materials</p>		<p>Schools will revise, modify, intensify or supplement instruction and interventions, as necessary. If a student 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, the problem solving team will reconvene.</p>
<p><b><i>How is the effectiveness of Tier 1 instruction being monitored?</i></b></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches.</p> <p>In addition:</p> <ul style="list-style-type: none"> <li>● Professional Learning Communities</li> <li>● Data days</li> <li>● Curriculum Meetings</li> <li>● Assistant Principal Meetings</li> <li>● Principal Meetings</li> </ul>		<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i></b></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches</p> <p>In addition:</p> <ul style="list-style-type: none"> <li>● School-based and district-based leadership teams review the progress monitoring data to ensure that 80% of the students in each class and school are successful with the core curriculum. District and school-based walk throughs are conducted throughout the school year to ensure that the balanced literacy framework is followed in ELA class periods.</li> <li>● Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.</li> <li>● Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement.</li> <li>● Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.</li> <li>● Assistant Principal/Principal Meetings-Reviewing and sharing best practices observed in classrooms and working at their schools to improve student achievement.</li> </ul>
<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches.</p> <p>In addition:</p> <ul style="list-style-type: none"> <li>● Professional Learning Communities</li> <li>● Data days</li> <li>● Curriculum Meetings</li> <li>● Assistant Principal Meetings</li> <li>● Principal Meetings</li> </ul>		<p><b><i>What procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 curriculum?</i></b></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches</p> <p>In addition:</p> <ul style="list-style-type: none"> <li>● Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.</li> <li>● Administrative teams monitor teacher lesson plans to ensure that they are rigorous, standards based, and follow district curriculum maps.</li> <li>● Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement.</li> <li>● School Improvement Plans (SIPs) along with schools data are used to guide district-wide and schools site professional development for school leaders and teachers.</li> <li>● Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.</li> <li>● Assistant Principal/Principal Meetings-Reviewing and sharing best practices observed in classrooms and working at their schools to improve student achievement.</li> </ul>
<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b></p> <p>Small group/individual instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.</p>		

APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan

Grade Level(s): 9-10					
<b>IF:</b>	<p>Current Students in 9<sup>th</sup> or 10<sup>th</sup> Grade: Previous score of Level 2 or below on FSA at the secondary level for 2019:</p> <ul style="list-style-type: none"> <li>• 332 or below (Gr 7 FSA)</li> <li>• 336 or below (Gr 8 FSA)</li> </ul> <p>Student scores below 80% based on USA Test Prep diagnostic assessment</p> <p><b>Lexile Scores:</b> Ninth grade-Below 1050L Tenth grade-Below 1080L</p>				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<p>Student is scheduled into one or more of the following courses -Reading or English 1/2 with a focus on reading strategies <i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• <i>are standards-aligned</i></li> <li>• <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>• <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>• <i>are matched to the needs of the students</i></li> <li>• <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>• <i>occurs during time allotted in addition to core instruction</i></li> <li>• <i>include accommodations (IEP, ESOL or 504)</i></li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	<p><b>USA Test Prep-Moderate Evidence</b> (Source-Evidence for ESSA)</p> <ul style="list-style-type: none"> <li>○ Diagnostic assessment At least three times a year</li> <li>○ Progress monitoring throughout school year</li> </ul> <p><b>Achieve 3000-Strong Evidence</b> (Source-Evidence for ESSA)</p> <p>District Formative Assessment</p>	<p>Progress monitoring assessment /weekly</p> <p>Monthly Lexile Growth</p>	<p><b>USA TestPrep</b> Student scores above 80% based on USA TestPrep</p> <p><b>Achieve 3000</b> Ninth Grade-Above 1045 L Tenth Grade-Above 1080L</p>	<p><b>USA TestPrep</b> Student scores between 79%-51% on USA Test Prep</p> <p><b>Achieve 3000</b> Ninth grade-Lexile score between 780-1045L Tenth Grade-Lexile score</p>	<p><b>USA TestPrep</b> Student is not responding to interventions based on grade distribution and item analysis on USA TestPrep. Student is scoring below 50% mastery.</p> <p><b>Achieve 3000</b></p>

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

	<p>○ Throughout the year</p> <p>Assessments from instructional materials</p> <p><b>Strategies:</b> MTSS Tier 2 support; Limited, but targeted, support; Small Group Explicit Instruction</p>			between 835L-1075L	Ninth grade-Below 775L Tenth Grade-Below 830L
	<b>Number of times a week intervention provided</b>	2-4 days	<b>Number of minutes per intervention session</b>	20-30	
	<p><b>What procedures are in place to identify and solve problems to improve Tier 2 intervention effectiveness, including alignment with core curriculum and instruction?</b></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches/Program Specialist, In addition:</p> <ul style="list-style-type: none"> <li>Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.</li> <li>Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement.</li> <li>Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.</li> <li>Assistant Principal/Principal Meetings-Reviewing and sharing best practices observed in classrooms and working at their schools to improve student achievement.</li> </ul>				
	<p><b>Explain how the programs/materials/strategies are supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Several independent and rigorous studies have demonstrated the positive impact of Achieve3000 Literacy on students' reading achievement. Evidence for ESSA recognized Achieve3000 for demonstrating <i>strong</i> evidence of efficacy based on results from a third-party randomized controlled trial study of its solutions for middle and high school students with a positive effect size of +0.29. Five studies met the inclusion standards, with a modest total effect size of +0.09 on reading measures. One study in Portland, OR found positive outcomes in comparison to control schools in both middle and high schools (effect size = +0.15), and this qualifies Xtreme Reading for the ESSA "Strong" category.</p> <p><a href="https://www.evidenceforessa.org/programs/reading/achieve3000-secondary">https://www.evidenceforessa.org/programs/reading/achieve3000-secondary</a>  <a href="https://www.evidenceforessa.org/programs/reading/sim-xtreme-reading-struggling-readers">https://www.evidenceforessa.org/programs/reading/sim-xtreme-reading-struggling-readers</a></p>				

<b>Grade Level(s): 9-10</b>	
<b>IF:</b>	<p>Student meets at least one of the following criteria at beginning of school year:</p> <p>Previous Level 1 on FSA with a two-year trend at the secondary level:</p> <ul style="list-style-type: none"> <li>274-321 (Gr 8 FSA)</li> </ul> <p>Student scores below the 50% based on USA Test Prep diagnostic assessment</p> <p>Ninth grade-Lexile score of 775L or below Tenth grade-830L or below</p>
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Student is scheduled into a full year, single class period of Intensive Reading in addition to their required English class where the instructor is Reading Certified/Endorsed.</p> <p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>				
	<p><b>TIER 3 Programs/Materials/Strategies &amp; Duration</b></p>		<p><b>TIER 3 Progress Monitoring</b></p>		
			<p><b>Assessment &amp; Frequency</b></p>	<p><b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b></p>	<p><b>Performance Criteria that would prompt changes to Tier 3 interventions</b></p>
	<p><b>USA Test Prep-Moderate Evidence (Source-Evidence for ESSA)</b></p> <ul style="list-style-type: none"> <li>○ Diagnostic assessment At least three times a year</li> <li>○ Progress monitoring throughout school year</li> </ul> <p><b>Achieve 3000-Strong Evidence (Source-Evidence for ESSA)</b></p> <p>District Formative Assessment</p> <ul style="list-style-type: none"> <li>○ Throughout the year</li> </ul> <p>Assessments from instructional materials</p> <p><b>Strategies:</b> MTSS Tier 3 support; Limited, but targeted, support; Small Group Explicit Instruction</p>		<p>Progress monitoring assessment/weekly</p> <p>Monthly Lexile Growth</p>	<p><b>USA Test Prep</b> Student scores between 79%-51% on USA Test Prep</p> <p><b>Achieve 3000</b> Ninth grade-Lexile score between 780-1045L Tenth Grade-Lexile score between 835L-1075L</p>	<p><b>USA Test Prep</b> Student is not responding to interventions based on grade distribution and item analysis on USA Test Prep. Student is scoring below 50% mastery.</p> <p><b>Achieve 3000</b> Ninth grade-Continues to be below 775L Tenth Grade-Continues to be below 830L</p>
	<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>				
	<p><b>Number of times a week intervention provided</b></p>		<p>3-5 days</p>	<p><b>Number of minutes per intervention session</b></p>	
				<p>20-30</p>	
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches, In addition:</p> <ul style="list-style-type: none"> <li>• Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.</li> <li>• Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement.</li> </ul>				

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

	<ul style="list-style-type: none"> <li>Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.</li> <li>Assistant Principal/Principal Meetings-Reviewing and sharing best practices in reviewing curriculum and determining if there is a need for supplemental resources to support instruction.</li> </ul>
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Several independent and rigorous studies have demonstrated the positive impact of Achieve3000 Literacy on students’ reading achievement. Evidence for ESSA recognized Achieve3000 for demonstrating <i>strong</i> evidence of efficacy based on results from a third-party randomized controlled trial study of its solutions for middle and high school students with a positive effect size of +0.29</p> <p>Five studies met the inclusion standards, with a modest total effect size of +0.09 on reading measures. One study in Portland, OR found positive outcomes in comparison to control schools in both middle and high schools (effect size = +0.15), and this qualifies Xtreme Reading for the ESSA “Strong” category.</p> <p><a href="https://www.evidenceforessa.org/programs/reading/achieve3000-secondary">https://www.evidenceforessa.org/programs/reading/achieve3000-secondary</a>  <a href="https://www.evidenceforessa.org/programs/reading/sim-xtreme-reading-struggling-readers">https://www.evidenceforessa.org/programs/reading/sim-xtreme-reading-struggling-readers</a></p>
	<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Small group/individual instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.</p>

Grade Level(s): 11-12				
<b>IF:</b>	Student meets the following criteria at beginning of school year: 11 <sup>th</sup> -grade student has not met the graduation requirement for Reading			
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>			
<b>TIER 1 instruction and TIER 2 interventions</b>	<p>Student is scheduled into one or more of the following courses -Reading or ENG III with a focus on ACT/SAT strategies</p> <p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>are standards-aligned</li> <li>address gaps and reduce barriers to students’ ability to meet Tier 1 expectations</li> <li>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>are matched to the needs of the students</li> <li>provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>occurs during time allotted in addition to core instruction</li> <li>include accommodations (IEP, ESOL or 504)</li> </ul>			
	<i>TIER 2 Programs/Materials/Strategies &amp; Duration</i>	<i>TIER 2 Progress Monitoring</i>		
	<i>Assessment &amp; Frequency</i>	<i>Performance Criteria to discontinue Tier 2 intervention</i>	<i>Performance Criteria indicating continuation of Tier 2 interventions in</i>	<i>Performance Criteria that would prompt addition of Tier 3 interventions</i>

**APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan**

			<i>addition to Tier 1 instruction</i>	
<p><b>USA Test Prep-Moderate Evidence</b> (Source-Evidence for ESSA)</p> <ul style="list-style-type: none"> <li>○ Diagnostic assessment At least three times a year</li> <li>○ Progress monitoring throughout school year</li> </ul> <p><b>Achieve 3000-Strong Evidence</b> (Source-Evidence for ESSA)</p> <p>District Formative Assessment</p> <ul style="list-style-type: none"> <li>○ Throughout the year</li> </ul> <p>Assessments from instructional materials</p> <p>ACT/SAT Strategies</p>	<p>Progress monitoring assessment/weekly</p> <p>Monthly Lexile Growth</p>	<p>Student meeting graduation requirement for Reading</p>	<p>Student not meeting graduation requirements or making progress using strategies</p>	<p>Student not responding to intervention, not meeting any benchmarks in the program.</p> <p>Lexile level 950L and below</p>
<b>Number of times a week intervention provided</b>	3-5 days	<b>Number of minutes per intervention session</b>	20-30	
<p><b>What procedures are in place to identify and solve problems to improve Tier 2 intervention effectiveness, including alignment with core curriculum and instruction?</b></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches/Program Specialist, In addition:</p> <ul style="list-style-type: none"> <li>• Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.</li> <li>• Data days-analyzing and using data to identify deficits and create plans to adjust instructional practices to in order to increase student achievement.</li> <li>• Curriculum Meetings-Forum for sharing best practices, reviewing data and problem solving to inform instructional needs as a school/district.</li> </ul> <p>Assistant Principal/Principal Meetings-Reviewing and sharing best practices observed in classrooms and working at their schools to improve student achievement.</p>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <p>Several independent and rigorous studies have demonstrated the positive impact of Achieve3000 Literacy on students' reading achievement. Evidence for ESSA recognized Achieve3000 for demonstrating <i>strong</i> evidence of efficacy based on results from a third-party randomized controlled trial study of its solutions for middle and high school students with a positive effect size of +0.29</p> <p><a href="https://www.evidenceforessa.org/programs/reading/achieve3000-secondary">https://www.evidenceforessa.org/programs/reading/achieve3000-secondary</a></p> <p><a href="https://www.evidenceforessa.org/programs/reading/sim-xtreme-reading-struggling-readers">https://www.evidenceforessa.org/programs/reading/sim-xtreme-reading-struggling-readers</a></p>				
<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Small group/individual instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.</p>				

APPENDIX D: Citrus County Schools 2020-2021 Comprehensive Reading Plan

<b>Grade Level(s): 11-12</b>				
<b>IF:</b>	Student meets the following criteria at beginning of school year: 11th-grade student has not met the graduation requirement for Reading and is not responding to Tier 2 interventions.			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Student is scheduled into one or more of the following courses -Reading or ENG III with a focus on ACT/SAT strategies where the instructor is Reading Certified/Endorsed. Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	<p><b>USA Test Prep</b>-Moderate Evidence (Source-Evidence for ESSA)</p> <ul style="list-style-type: none"> <li>○ Diagnostic assessment At least three times a year</li> <li>○ Progress monitoring throughout school year</li> </ul> <p><b>Achieve 3000</b>-Strong Evidence (Source-Evidence for ESSA)</p> <p>District Formative Assessment</p> <ul style="list-style-type: none"> <li>○ Throughout the year</li> </ul> <p>Assessments from instructional materials</p> <p>ACT/SAT Strategies</p>	<p>Progress monitoring assessment/weekly</p> <p>Monthly Lexile Growth</p>	<p>Student meeting graduation requirement for Reading</p>	<p>Student not responding to intervention, not meeting any benchmarks in the program.</p> <p>Lexile continues to be below 950L.</p>
	<b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b>			
	<b>Number of times a week intervention provided</b>	3-5 days	<b>Number of minutes per intervention session</b>	20-30
	<p><b>What procedures are in place to identify and solve problems to improve Tier 3 intervention effectiveness, including alignment with core curriculum and instruction?</b></p> <p>Through formal and informal classroom walkthroughs by School/District Administrators and Literacy Coaches/Program Specialist, In addition:</p> <ul style="list-style-type: none"> <li>• Professional Learning Communities-Reviewing data with teachers/teams to identify best practices that led to student mastery of standards and/or indicators that need to be addressed.</li> </ul>			



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- Assistant Principal/Principal Meetings-Reviewing and sharing best practices observed in classrooms and working at their schools to improve student achievement.

***Explain how the programs/materials/strategies are supported by strong evidence, moderate evidence, or promising evidence.***

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<https://www.evidenceforessa.org/programs/reading/achieve3000-secondary>

<https://www.evidenceforessa.org/programs/reading/sim-xtreme-reading-struggling-readers>

***How are Tier 3 interventions modified for students who receive interventions through distance learning?***

Small group/individual instruction will happen through a combination of the program platform, Canvas (the learning management system), and virtual video sessions on applications such as Zoom.