Citrus County Schools

2021-22 Reading Plan

Table of Contents

Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

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

Contact	Name, Title, Email, Phone
Professional Development	Woythaler, Belinda Director of Professional Development , Reading Endorsement woythalerl@citrusschools.org 352-726-1931 x 2232
Main District Reading Contact	Kahler, Patricia Director of Elementary Education and Area Schools kahlerp@citrusschools.org 352-726-1931 x 2227
Summer Reading Camp	Johnson, Rene Coordinator of Title I johnsonr@citrusschools.org 352-726-1931 x 2412
Assessment	Crowell, Amy Director of Research and Accountability crowella@citrusschools.org 352-726-1931 2237
Reading Curriculum	Furniss, Megan Program Specialist furnissm@citrusschools.org 352-726-1931
Reading Curriculum	Harris, Becky Program Specialist harrisb4@citrusschools.org
Reading Curriculum	Lisa, Karen Program Specialist lisak@citrusschools.org

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

The 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, Family Engagement meetings, and Curriculum Nights at schools.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

For each grade, K-12, establish clear and measurable student literacy achievement goals based on screening, progress monitoring, and statewide/districtwide summative assessments.

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 50%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 57%

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

Citrus County provides a voluntary prekindergarten (VPK) program at each of its eleven elementary schools. Instruction is aligned to the Florida Early Learning and Developmental Standards including physical development, approaches to learning, social and emotional development, language and literacy, mathematical thinking, scientific inquiry, social studies, and creative expression through arts. Citrus County VPK programs utilize the Frog Street curriculum as the primary instructional program. This early childhood program is approved by the Florida Department of Education and Office of Early Learning and is aligned to the Florida Early Learning Development Standards. In addition to ongoing progress monitoring, VPK programs conduct VPK assessments twice per year to track growth and understand children's understanding of various skills in the areas of print knowledge, phonological awareness, oral language/vocabulary, and number sense. These measures are used to guide instruction and are predictors of later reading and mathematics success.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	21	25	30	19	5	14	18	37	26	12
4	24	26	25	19	7	17	19	32	26	14
5	21	28	29	17	5	14	21	36	24	12
6	24	28	22	18	8	17	21	29	25	15
7	25	28	25	16	6	18	21	32	23	13
8	25	25	27	16	7	18	18	34	23	13
9	24	23	25	19	9	17	16	32	26	16
10	27	27	22	18	6	20	20	29	25	13

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.
Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

The percentage of students currently scoring early-on-grade level and mid-on-grade level on the iReady third diagnostic window of 2021-2022 school year will increase by 7%.

District Budget for Research-Based Reading Instructions Allocation

Budget

1	Research-Based Reading Instruction Allocation	$0.00
2	Estimated proportional share distributed to district charter	$0.00
3	Reading coaches assigned to elementary schools	$0.00
4	Reading coaches assigned to secondary schools	$0.00
5	Intervention teachers assigned to elementary schools	$0.00
6	Intervention teachers assigned to secondary schools	$0.00
7	Supplemental materials or interventions for elementary schools	$0.00
8	Supplemental materials or interventions for secondary schools	$0.00
9	Intensive interventions for elementary students reading below grade level	$0.00
10	Intensive interventions for secondary students reading below grade level	$0.00
11	Professional development	$0.00
12	Helping teachers earn the reading endorsement	$0.00
13	Summer reading camps	$0.00
14	Additional hour for 300 lowest-performing elementary schools	$0.00
	Total:	$0.00

The use of the reading allocation funds must demonstrate a prioritization of K-3 students identified with a substantial deficiency in reading.

Describe how the district has prioritized reading allocation funds to fully support K- students identified with a substantial deficiency in reading.

The Instructional Coaches top priority will be to work with K-3 teachers to ensure that rigorous, standards-based instruction and evidenced-based strategies are implemented with fidelity. The Instructional Coach will prioritize coaching cycles in K-3 classrooms with new and developing teachers in the fall of this school year. The primary focus will be on the six components of literacy and building the capacity to embed the new ELA instructional curriculum into the instructional routine as a foundational piece for core instruction. The Instructional Coach will work alongside all teachers to provide professional development on the new B.E.S.T. Standards for reading utilizing the new ELA curriculum, 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.

School Literacy Leadership Teams

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

The requirements for the School Literacy Leadership Team are communicated at Principal, Assistant Principal, Instructional Coach, and Secondary Curriculum meetings.

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

The roster and minutes from the School Literacy Leadership Team meetings will be housed at the district-level through the Title I Crate platform. The roster and minutes from meetings will be reviewed by the Director of Elementary Education and Area Schools.

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

The Director of Elementary Education and Area Schools will oversee the compliance and monitoring of the Literacy Teams.

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:
- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;

- Differentiate and intensify professional development for teachers based on progress monitoring data;

- Identify mentor teachers and establish model classrooms within the school; and

- Ensure that time is provided for teachers to meet weekly for professional development.

Professional development focusing on literacy will be guided by reading assessment data. By focusing on our reading achievement data, professional development will increase, to a clearly specified and measured degree, the percentage of students who meet reading goals. The professional development will focus on how teachers use texts and other materials for reading instruction; this includes reading instruction, texts, and subject-area texts/materials. Reading professional development will be differentiated based on the knowledge and skill of individual teachers. Progress monitoring data will be reviewed at the district and school-level to differentiate and intensify professional development for teachers.

All staff will need to have a thorough understanding of the six component sections of the framework and how they are integrated in addition to the B.E.S.T. Standards. Since Principals will need to develop a broad understanding of literacy strategies that work across the instructional areas, we have already started working with Just Read, Florida! staff members on providing professional development to our leadership teams. The training with our teachers will begin this summer and continue throughout the school year. Consistent time will be allocated for teachers to plan, reflect on, and refine instruction. This will include individual and collaboration time. Weekly grade-level and department-level team meetings will provide regular, dedicated time for planning reading lessons and determining how reading will be taught across the instructional areas. Our Instructional Coaches, mentor teachers, and administrators will regularly observe instruction and provide feedback to teachers in reflecting on and refining their instruction. The Principals will work with the school-based Literacy Leadership Teams in identifying mentor teachers. Multifaceted, coordinated, and ongoing support/feedback will be provided to teachers and other instructional staff on the assessment and instruction of reading priorities. Although the initial presentation of new teaching strategies or content may be in a large group format such as a state-level or district-level institute, follow-up formats will assist with embedding new skills within the context of actual classroom practice. Finally, all staff will have a thorough understanding of the six component sections of the framework and how they are integrated into the B.E.S.T. Standards. Professional development will combine conceptual knowledge and classroom-practice. Staff will have the opportunity to act as collaborative coaches between grades, grade spans, and content areas. The value or success of the professional development will be determined largely by whether student reading goals are being met.

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

How are professional development requirements communicated to principals?

The professional development expectations will be communicated with our Principals at the monthly Principal meetings. Minutes of the meetings will be recorded and shared with the Principals. In addition, Title I Crate will be utilized to house all compliance items required by the reading plan.

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

The Director of Elementary Education will work collaboratively with the Director of Professional Development to monitor the requirements and ensure compliance.

Charter Schools

Does the district ensure charter schools will utilize their proportionate share of the research-based reading allocation in accordance with Sections 1002.33(7)(a)2.a. and 1008.25(3)(a), F.S.?

Yes

Literacy Coaches

Literacy Coaches - Part A
If the funding of literacy coaches is part of the reading allocation budget, literacy coaches must be assigned to schools determined to have the greatest need based on student performance data in reading. Districts must use the Just Read, Florida! model or explain the evidence-based coaching model used in their district and how they will monitor the implementation and effectiveness of the coaching model. This must include how communication between the district, school administration, and the reading coach throughout the year will address areas of concern.

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;

- highly effective rating on most recent available evaluation that contains student achievement data;

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

- special expertise in quality reading instruction and infusing reading strategies into instruction;

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

- outstanding presentation, interpersonal, and time-management skills.

How were schools with the greatest need based on student performance data in reading selected for coach services and supports? Attach corresponding rubric, if applicable.

The 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 funding from the reading grant to fund Instructional Coaches and intensive reading teachers at our elementary schools. In addition, we have funded one Instructional Coach 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).

Upload rubric, if applicable
The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

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

  - administration and analysis of instructional assessments; and

  - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

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

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

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

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

- Participate in reading leadership teams.

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

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

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

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

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

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

Yes

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

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

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 that rigorous, standards-based instruction and evidence-based strategies are implemented with fidelity. Time will be prioritized to those teachers, activities, and roles that will have the greatest impact on reading achievement, namely coaching and mentoring in classrooms. Coaches are prohibited from being asked to perform administrative functions that will confuse their role for teachers and must limit the time spent on administering or coordinating assessments. The Instructional Coach will work alongside all teachers to provide professional development on understanding all diagnostic reports for reading, utilizing the Citrus Formative Assessments, and understanding how to interpret the data to plan instruction that meets the individual needs of the students. In addition, professional development on the implementation of the B.E.S.T. Standards will begin this summer with K-5 teachers and secondary intensive reading teachers. The Instructional Coach will support all teachers by modeling effective instruction and identifying systematic professional development focusing on the Instructional Coaching model.

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

We have set forth the expectations with both the Principals and Assistant Principals at the school sites. For this upcoming school year, the Instructional Coaches will need to complete a quarterly PAR (Personnel Activity Report) to ensure that the Instructional Coaches are prioritizing high impact activities.

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

The Director of Elementary Education and Area Schools supports and monitors the activities of the Instructional Coaches. Monthly meetings and school-based visits are conducted throughout the school year.

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

The coaching time, tasks, and impact data is reviewed monthly with the Instructional Coaches. In addition, PAR reports are collected on a quarterly basis

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

The Principal is the Instructional Leader on the campus and will be responsible for ensuring that the Instructional Coach's top priority will be to work with teachers to ensure that rigorous, standards-based instruction and evidence-based strategies are implemented with fidelity. The Principal will lead his/her leadership team in analyzing school-wide data to determine the effectiveness of Tier 1 instruction for all students. The first action step will be to analyze the FSA data and other pertinent formative data to understand the key areas of focus and need for the current students. The leadership team will meet with grade levels to review, school-based trends, grade level trends, identified vertical areas of weakness, then student specific data to understand learning gains needed for the individual, sub skill make-up of the classroom, and ways to group and differentiate instruction. Teachers will be involved in creating class-wide goals relating to student proficiency and learning gains for the students. Both the Principal and Assistant Principal will lead the leadership team in monitoring the progress of students identified by the early warning systems and in the lowest quartile. Based on the systematic and cyclical review of the achievement data, the Principal will be responsible for developing a schedule for the Instructional Coach that prioritizes coaching and mentor cycles for reading based on the greatest need. The Principal will meet with District Personnel monthly to review the effectiveness and the impact of the Instructional Coach. All teachers will participate in monthly data meetings with the Principal and the leadership team to ensure lesson plans are written intentionally and differentiated based upon student needs. Finally,

staff meetings will stress the improvements in the school-wide data throughout the year; team and individual data dialogues will be led by the Instructional Coach to help identify strengths and weakness and to find resolutions; administration will stress the urgency to improve proficiency scores throughout the year during faculty meetings, conferences, and collaboration meetings.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students. The district must:

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;

- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;

- Ensure that data from formative assessments are used to guide differentiation of reading instruction;

- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and

- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

Indicate the assessment(s) used to screen and progress monitor K-12 students. For each assessment, indicate the following:

- the full name of the assessment;

- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and

- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
ESGI	Kindergarten	Progress Monitoring, Formative Assessment, Summative	Oral Language, Phonological Awareness, Phonics	3 x A Year
i-Ready	First - Fifth Grade	Progress Monitoring, Formative Assessment	Oral Language	Monthly
i-Ready	Kindergarten -Fifth	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FLKRS	Kindergarten	Screener	Phonological Awareness, Phonics, Vocabulary, Comprehension	Annually
District Developed Assessment	Second-Fifth Grade	Progress Monitoring, Formative Assessment	Vocabulary, Comprehension	3 x A Year
Quick Phonics Screener	K- 12 Grade	Screener	Phonics	Annually
USA Test Prep	6 - 12 Grade (Reading and Communication Strands)	Progress Monitoring, Formative Assessment, Diagnostic	Vocabulary, Comprehension	3 x A Year
Achieve 3000	6 - 12 Grade Tier 2 and 3 students	Progress Monitoring, Formative Assessment, Diagnostic	Vocabulary, Comprehension	3 x A Year
Xtreme Reading	6 - 12 Grade, Tier 3 students (Bi-Monthly)	Progress Monitoring, Formative Assessment, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly

District-Level Monitoring - Part B
Provide the following information to depict how the district will meet each of the requirements.

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

District level administrators from the 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. All district-level data is compiled and reviewed on a monthly basis with our school-based leadership team and Instructional Coaches. We have a district-level tiered support system in place for our schools. We prioritize district-level support based on the academic achievement of the schools. Our Tier 3 schools receive additional district-level visits and walk throughs to identify areas in need of improvement.
In addition, district level Program Specialists, TOSAs, and Instructional Coaches/Literacy Coaches collect and review data on a consistent basis.

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

Our ELA adoption process ensures that the reading curriculum adopted at all levels is evidence-based. Over the summer, professional development will be provided on the ELA B.E.S.T. Standards with a concentrated focus on foundational reading skills for all elementary teachers and intensive reading teachers at the secondary level. Administrators will ensure that the instruction in foundational skills is systematic and explicit through weekly walk throughs, formal and informal observations, and lesson plans.

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

Administrators will ensure that formative assessment data is used to differentiate reading instruction through data meetings with teachers, weekly walk throughs, formal and informal observations, and lesson plan reviews. The district will ensure that the school-based Administrators are reviewing the formative assessment data through discussion and review of the data at monthly Principal, Assistant Principal, and Instructional Coach meetings.

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

Each school will develop a Literacy Leadership Team. The Literacy Team will consist of teachers from all content areas. The teams will focus on developing a set of school-wide literacy strategies to be utilized by all content area teachers. In addition, professional development will be provided to teachers by the Instructional Coaches on how to build discussions of texts to deepen understanding.

The district also provides instructional visits to school sites with an emphasis on classroom instruction, data, and literacy instruction. The visits include classroom walkthroughs, data analysis and review, and feedback regarding literacy instruction.

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

The Director of Elementary Education schedules monthly district meetings with school-based Instructional Coaches to review and discuss school-wide, grade- level, class, and individual student intervention goals and options.

The Director of ESE schedules monthly district meetings with school-based ESE Specialists and Psychologists to review and discuss goals identified through an Individualized Education Plan (IEP) or Progress Monitoring Plan (PMP).

The Director of Research and Accountability oversees all the assessment windows. A schedule of all assessments is developed at the beginning of the school year and is shared with all stakeholders. The diagnostic and progress monitoring data are reviewed monthly at the district-level and at the school-level. Concerns are communicated through the monthly leadership meetings or informal visits to the schools.

District-Level Monitoring - Part C
Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;

- Include input from teachers, literacy coaches and administrators at the school level; and

- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

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

The district's review of the Comprehensive Reading Plan is a cyclical process that includes the following:
• February-Review the current Comprehensive Reading Plan with school-based administrators, Instructional
Coaches, Family Engagement Committee, and other district-level stakeholders.
• March-School-based leadership teams share the current Comprehensive Reading Plan with teachers asking
for feedback and input on the plan for 2021-22 school year.
• March/April-School-based leadership teams share feedback from teachers and other school-based stakeholders with district-level leadership. Once all feedback and input has been reviewed, the Comprehensive Reading Plan is collaboratively developed through discussions and meetings held with district and school level stakeholders.
• February-April-Diagnostic and progress monitoring data is analyzed, as it relates to developing the criteria
for the Decision-Making Tree for all levels.
• May-The Comprehensive Reading Plan is submitted to the state.
• June-September-The Comprehensive Reading Plan is shared to all stakeholders at the district and school-
level.
• September-June-The Comprehensive Reading Plan is utilized to guide decision making during Problem
Solving Team meetings and data chats at the schools.

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

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

The following documents were submitted as evidence for this section:

No files were uploaded

School-Level Monitoring of Plan Implementation

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

What process is in place to ensure effective implementation?

The district shares the requirements and expectations of the reading plan to Principals, Assistant Principals, and instructional coaches. This expectation is monitored through formal and informal observations, school-based and district-level walkthroughs, and lesson plans. In addition, the master schedules, professional development plans, and school-based literacy team minutes/agendas for each school site are collected and reviewed to ensure that the schools are in compliance with reading plan requirements. All school-level reading plan implementation
compliance items will be collected through Title I Crate. In addition, all formative and progress monitoring data will be reviewed at each monthly Principal, Assistant Principal, and Instructional Coach meetings. The data is also reviewed at the school-level to determine intervention and support needs of students.

Who at the district level supports effective implementation?

The Director of Elementary Education and Title I Coordinator will support effective implementation.

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

We have a district-level tiered support system in place for our schools. We prioritize district-level support based on the academic achievement of the schools. Our Tier 3 schools receive additional district-level visits and walk throughs to identify areas in need of improvement.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

The district shares the requirements and expectations of the weekly walkthroughs to Principals, Assistant Principals, and instructional coaches. This expectation is monitored through the school-based leadership's team formal and informal observation schedules and district-level walkthroughs. All school-level reading plan implementation compliance items will be collected through Title I Crate.

Who at the district level supports effective implementation?

The Chief Academic Officer supports effective implementation along with our Educational Services Team.

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

We have a district-level tiered support system in place for our schools. We prioritize district-level support based on the academic achievement of the schools. Our Tier 3 schools receive additional district-level visits and walk throughs to identify areas in need of improvement.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

At the school-level, progress monitoring data is reviewed on a regular basis. Data chats are scheduled where concerns are addressed weekly and monthly at the school level. Interventions for students are adjusted as necessary and Problem-Solving Teams meet when necessary. At the district-level, progress monitoring data is reviewed on a monthly basis at the Principal, Assistant Principal, and Instructional Coach meetings. Each school will also compile a menu of interventions available for students.

Who at the district level supports effective implementation?

The Director of Elementary Education and the Title I Coordinator

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

We have a district-level tiered support system in place for our schools. We prioritize district-level support based on the academic achievement of the schools. This data-driven approach utilizes the sum of all academic components to determine the school tier. Our Tier 3 schools receive additional district-level visits and walk throughs to identify areas in need of improvement. Progress monitoring data will also be reviewed on a weekly and monthly basis at the school and district-level to monitor effectiveness of interventions and support needs.

Summer Reading Camp

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

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

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

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

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

Yes

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

The teachers for Summer Reading Camp will be chosen based on their highly effective rating and reading endorsement. The verification of the highly effective rating and reading endorsement will be verified through our Human Resource Director. Focused Reading Intervention will be the evidence-based instructional materials utilized for the Summer Reading Camp. The program is rated Promising based on Evidence for ESSA. iReady will also be utilized, which has been rated Promising based on Evidence for ESSA.

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

Will the district implement this option?

Yes

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

Citrus County School District will be offering Extended School Year opportunities for all K-12 students. For elementary, we will offer virtual summer camp for Kindergarten through fifth grade students. Brick and Mortar Summer Camp will also be offered to our Kindergarten through second grade students along with our Level 1 third grade students. Focused Reading Intervention will be the evidence-based instructional materials utilized for the in person elementary Summer Reading Camps. The program is rated Promising based on Evidence for ESSA. IReady will also be utilized, which has been rated Promising based on Evidence for ESSA.

Attendance - Part B
Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
300

Students who demonstrate a reading deficiency in grades K-2

150

Students who score Level 1 in grades 4-5

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

75%

Students who demonstrate a reading deficiency in grades K-2

75%

Students who score Level 1 in grades 4-5

%

Parent Support through a Read-At-Home Plan

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

The plan is shared with all parents on our school district website. In addition, the plan is sent home with each student that has been identified with a substantial deficiency in reading. The plan is shared at our problem-solving meetings and explained to the parent. In addition, the plan is also shared through the school's Literacy/Parent events.

Who at the district is responsible for monitoring this requirement?

The Director of Elementary Education and Area Schools is responsible for supporting and monitoring the implementation of the Read-At-Home Plan.

Assessment, Curriculum, and Instruction

Requirements - Part A
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

The district supports the expectation of the dedicated, uninterrupted block of time of at least 90 minutes daily to all students. This expectation is shared with Principals and all other stakeholders. Principals are trained in the implementation and "look fors" of the frameworks for whole group that follow a sequence of reading instruction that is standards-aligned, explicit, rigorous, and purposeful. This expectation is monitored through formal and informal observations, school-based and district-level walkthroughs, and lesson plans. In addition, the master schedules for each school site are collected and reviewed to ensure that the reading block meets all statute requirements.

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

The Director of Elementary Education and Area Schools oversees this requirement.

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

The district supports the use of text to increase students' background knowledge and literacy skills in social studies, science, and the arts. Support for this requirement is provided through professional development provided by our Just Read, Florida! support team, Instructional Coaches, and the school-based Literacy Teams. Principals are trained in the implementation and "look fors" of utilizing texts to increase students' background knowledge and literacy skills in social studies, science, and the arts. This expectation is monitored through formal and informal observations, school-based and district-level walkthroughs, and lesson plans.

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

The Director of Elementary Education and Area schools oversees this requirement.

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

How does the district support and monitor implementation?

The district supports the expectation of small group differentiated instruction to meet the individual needs of each student. Support for this requirement is provided through professional development provided by our Just Read, Florida! support team, Instructional Coaches, and the school-based Literacy Teams. Principals are trained in the implementation and "look fors" of small group differentiated instruction that meets the individual student needs. This expectation is monitored through formal and informal observations, school-based and district-level walkthroughs, and lesson plans.

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

The Director of Elementary Education and Area Schools oversees this requirement.

Florida's Revised Formula For Success - Part B
K-12 reading instruction will align with Florida's Revised Formula for Success, 6 + 4 + T1 +T2 + T3, which includes the following:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;

- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);

- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and

- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

Describe how the district will align K-12 reading instruction with Florida's Revised Formula for Success.

The district will align the K-12 reading instruction with Florida's Revised Formula for Success through professional development, adoption of an evidence-based core curriculum at all levels, and English Language Arts frameworks provided to the Principals and all other stakeholders. Our district will utilize the Reading Model Lesson Series with our Instructional Coaches to view exemplars of instruction in all six components of reading. As we identify mentors and model at the school, we will also schedule lesson study cycles and observations for teachers to observe other teachers as they model reading instruction. In addition to ongoing professional development on the six components of reading, Principals will be provided "look fors" of the framework for the six components of reading that follow a sequence of reading instruction that is standards-aligned, explicit, rigorous, and purposeful. This expectation will be monitored through formal and informal observations, school-based and district-level walkthroughs, and lesson plans. The six components of reading will be assessed through screening, progress monitoring, diagnostic, and summative instruments. The data will be collected and reviewed on an ongoing basis at the school and district-levels. When the core instruction must be supplemented in any essential component of reading, strategic interventions will be implemented. The frequency and intensity of the

interventions will be determined by the Problem-Solving Team at the school site. The decision- making tree will be utilized to determine if additional instruction and interventions are necessary.

How does the district support and monitor implementation?

The district will ensure that the reading instruction is aligned with Florida's Revised Formula for Success through professional development and sharing the expectations with Principals and all other stakeholders. Principals will be trained in Florida's Revised Formula for Success and will create "look fors" to ensure that all components of the plan are present school wide. This expectation will be monitored through formal and informal observations, school-based and district-level walkthroughs, and lesson plans.

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

Director of Elementary Education and Area Schools

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

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;

- Target audience (grade level);

- Performance criteria used for decision-making for each instrument;

- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;

- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;

- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and

- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format
The following documents were submitted as evidence for this section:

Elementary__Decision_Tree_2021.pdf
Elementary Decision Making Tree 2021
[Document Link](#)
Middle_School_Assessment__Curriculum_Decision_Tree_2021-22.pdf
Middle School Decision Making Tree 2021
[Document Link](#)
High_School_Assessment__Curriculum_Decision_Tree_2021-22.pdf
High School Decision Making Tree 2021
[Document Link](#)

Identification of Students with a Substantial Reading Deficiency

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

Students are progress monitored using iReady (elementary), USA TestPrep, and Achieve. Teacher observations, classroom grades, and other progress monitoring tools are utilized as needed for identifying students with substantial reading deficiencies. If students are not making adequate progress with core differentiated instruction, small group remediation, UDL strategies, and multisensory strategies then they will hold a Problem-Solving Team (PST) meeting with school-based leadership team, teacher, and parent(s). The PST will review data, strengths, and weaknesses, along with the individual needs of the student. A student may be placed on a Progress Monitoring Plan (PMP) that addresses their need in closing the identified gap. Schools will plan, modify, intensify, or supplement instruction and interventions, as necessary. If the student has not responded to a specific reading intervention with the initial intensity (time and group size) provided through the MTSS (Multi-Tiered System of Supports) guidelines based on student progress monitoring data, the PST will meet again to discuss and adjust the intensity and frequency of the intervention. The PST will adjust the intervention according to needs. At any point during the year, a teacher can request a PST meeting to discuss a student and address their individual needs. Data is reviewed on an ongoing basis and varies in frequency based on each tier of instruction. The data is reviewed by district and school level administration as well as by teachers.

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?
If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

No

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.
Note: If the additional hour is provided within the school day, 150 minutes of reading instruction must be provided in accordance with Rule 6A-6.053, F.A.C., and Section 1011.62, F.S.

N/A

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

N/A

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:
- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;

- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and

- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

N/A