UNIT 1	Introduction to Biology/ Nature of Science	PACING: 5 days & Integrated throughout the course
Lesson Essential Questions	**Vocabulary/Know**	**Do/Skill**
The Science of Biology • What traits characterize living things? • How do you work safely in the lab? **Review Lab Safety** • **Safety Contract:** ○ https://www.flinnsci.com/resources/safety-reference/safety-contracts--exams/ • **Safety, Cleanup, and Laws:** ○ http://labsafety.flinnsci.com/Chapter.aspx?ChapterId=88&UnitId=1 ○ http://labsafety.flinnsci.com/CertificateCourseSelection.aspx?CourseCode=MS	• Characteristics of living things • Lab safety procedures • Homeostasis	• Demonstrate lab safety procedures. • Identify and explain the characteristics of living things
Scientific Thinking • What is science? • What processes are used to answer questions in science? • What are the differences between theories, laws, and hypotheses?	• hypothesis • theory • law • control • data • inference • empirical evidence • science • test (independent) variable • outcome (dependent) variable • bias	• Identify what is science and non-science. • Evaluate scientific claims and their sources. • Explain the difference between hypothesis, theory, and law. • Use good scientific practice to engage in student directed inquiry. • Plan and conduct a scientific investigation ○ Construct data tables, create and analyze graphs. ○ Write a lab report. ○ Research a scientific question using reliable sources of information; credit sources. ○ Make inferences from scientific observations. ○ Measure using SI units; calculate. ○ *NOS Focus: Hypothesis- writing, testing and analyzing.* ○ *NOS Focus: Data collection and organization.*

Biology I & Biology I Honors CSUSA FL Curriculum Map

UNIT 1	Introduction to Biology/ Nature of Science	PACING: 5 days & Integrated throughout the course

RESOURCES

- Miller & Levine Biology
- EOC Item Specs
- Test Prep Workbook (Consumable)
- Explorer's Journal: Problem-Based Learning Workbook (Consumable)
- CPALMS Offers activities by standard.
- Online Simulations
- STEM Fair Project

Teacher Instructional tip:

- **Activity before Content (AbC) and Content before Vocabulary (CbV).**

SAMPLE ASSESSMENT QUESTION

An osmosis investigation was conducted using chicken eggs to represent cells with semipermeable membranes. The mass of each egg was measured to determine how much water diffused into or out of the eggs. The eggs were first soaked in vinegar to dissolve the shell. Each egg was then placed in one of three different solutions for 24 hours. The table below shows the results of the investigation.

OSMOSIS IN CELLS

Solution	Average Mass of Eggs Before Soaking (grams)	Average Mass of Eggs After Soaking (grams)	Difference in Average Mass (grams)	Percent Change in Average Mass
Vinegar (95% water)	71.2	98.6	27.4	+38.5
Corn syrup (5% water)	98.6	64.5	34.1	-34.6
Distilled water (100% water)	64.5	105.3	40.8	+63.3

Based on this experiment, which of the following should be inferred about cells with semipermeable membranes?

A. Substances other than water may also cross the cell membrane.
B. Substances other than water may block pores in the cell membrane.
* C. Water enters the cell when placed in environments of high water concentration.
D. Water leaves the cell when placed in environments with a low concentration of solutes.

Biology Standards Review *(Aligns to Miller Levine Biology)

Consumable Resource: Florida Test Prep Workbook, you should have one for each student. Can be found online in Teacher Resources.
Answers: Online in Teacher Resources (Do not put these on a public website due to copyright laws.)
What: Unit 1 & 2, Pgs. 1-29
When: Fit this in as you see fit in the 9 weeks. The Early Release days, after an assessment, a short week, an extremely busy week- just get it in during the 1st 9 weeks.
How: Use the consumable book so students can interact with the text. Change it up: partners, individual, competition between groups, keep it engaging. Do not simply give them the answers, see what they know, let them struggle and explain why they were right or wrong.
Why: The more students interact with content and these types of questions the better they will all perform on assessments.

Sarasota Classical Preparatory Academy

Biology I & Biology I Honors CSUSA FL Curriculum Map			
Unit 1	**Weather and Climate**		**Pacing: 20 of Days**
Unit Essential Questions:	How is biology studied as a science?	**Progress Learning Assessment** IFA To be taken after Unit 2 will include unit 1 standards. Students should take their Benchmark 1 assessment during Unit 1.	**PLC Document for Targeted Instruction Link Here**

Florida State Academic Standards (SAS)/Benchmark Alignment	Classical Instructional Strategies
SC.912.N.1.1 - Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following: (CC Rating= 3) 1. pose questions about the natural world, 2. conduct systematic observations, 3. examine books and other sources of information to see what is already known, 4. review what is known in light of empirical evidence, 5. plan investigations, 6. use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), 7. pose answers, explanations, or descriptions of events, 8. generate explanations that explicate or describe natural phenomena (inferences), 9. use appropriate evidence and reasoning to justify these explanations to others, communicate results of scientific investigations, and evaluate the merits of the explanations produced by others. SC.912.N.1.4 – Identify sources of information and assess their reliability according to the strict standards of scientific investigation. (CC Rating= 3) SC.912.N.1.6 – Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied. (CC Rating= 2)	Direct Instruction (I Do, You Do, We Do) Socratic Seminar (Trivium-Rhetoric Stage) Formal Debate (Trivium-Logic Stage)

SC.912.N.2.1 – Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science). (CC Rating= 3) SC.912.N.2.2 - Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion. (CC Rating= 3) (not assessed on EOC) (H) SC.912.N.2.4 - Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and reexamined by new investigations and argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability. (Not assessed on the EOC) (CC Rating= 3) SC.912.N.3.1 - Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer. (CC Rating= 3)	Direct Instruction (I Do, You Do, We Do) Socratic Seminar (Trivium-Rhetoric Stage) Formal Debate (Trivium-Logic Stage)

EOC Test Item Specification Assessment Limits

None Specified

Lesson Essential Question(s)	Vocabulary /Know	Do/Skill
The Science of Biology • What traits characterize living things? • How do you work safely in the lab? **Review Lab Safety** • **Safety Contract:** o https://www.flinnsci.com/resources/safety-reference/safety-contracts--exams/	• Characteristics of living things • Lab safety procedures • Homeostasis	• Demonstrate lab safety procedures. • Identify and explain the characteristics of living things

• **Safety, Cleanup, and Laws:** o http://labsafety.flinnsci.com/Chapter.aspx?ChapterId=88&UnitId=1 o http://labsafety.flinnsci.com/CertificateCourseSelection.aspx?CourseCode=MS		
Scientific Thinking • What is science? • What processes are used to answer questions in science? • What are the differences between theories, laws, and hypotheses?	• hypothesis • theory • law • control • data • inference • empirical evidence • science • test (independent) variable • outcome (dependent) variable • bias	Identify what is science and non-science. • Evaluate scientific claims and their sources. • Explain the difference between hypothesis, theory, and law. • Use good scientific practice to engage in student directed inquiry. • Plan and conduct a scientific investigation o Construct data tables, create and analyze graphs. o Write a lab report. o Research a scientific question using reliable sources of information; credit sources. o Make inferences from scientific observations. o Measure using SI units; calculate. *o NOS Focus: Hypothesis- writing, testing and analyzing.* *o NOS Focus: Data collection and organization*

Resources	Sample Assessment Question	Suggested Classical Resources
• Miller & Levine Biology • EOC Item Specs • Test Prep Workbook (Consumable) • Explorer's Journal: Problem-Based Learning Workbook	An osmosis investigation was conducted using chicken eggs to represent cells with semipermeable membranes. The mass of each egg was measured to determine how much water diffused into or out of the eggs.	"Biology," by Robert Miller & Joseph Levine "Biology" by Sylvia Mader

(Consumable) • CPALMS Offers activities by standard. • Online Simulations • STEM Fair Project Teacher Instructional tip: •Activity before Content (AbC) and Content before Vocabulary (CbV).	The eggs were first soaked in vinegar to dissolve the shell. Each egg was then placed in one of three different solutions for 24 hours. The table below shows the results of the investigation (See Curriculum Map in SharePoint for the Table). Based on this experiment, which of the following should be inferred about cells with semipermeable membranes? A. Substances other than water may also cross the cell membrane. B. Substances other than water may block pores in the cell membrane. * C. Water enters the cell when placed in environments of high water concentration. D. Water leaves the cell when placed in environments with a low concentration of solutes	

(A) = Assessed on the 8th Grade Florida State Standards Assessment. **(ADV)** = Advanced Standard that is not assessed on the FSSA but required for mastery of the Advanced Course. **(IFA)** = Instructional Focused Assessment.

Sarasota Classical Preparatory Academy

Have feedback and suggestions to improve the template? Click Here.

Algebra CSUSA FL Curriculum Map

Algebra Unit Map Unit 1		
Number of Days: 17	**Progress Learning Assessment:** Algebra 1 Unit 1 IFA	PLC Document for Targeted Instruction
Essential Question:	What general strategies can you use to solve simple equations and inequalities?	
Topic:	Solving Equations and Inequalities	
Benchmarks:		
BEST Benchmarks:	**MA.912.AR.2.1: Given a real-world context, write and solve one-variable multi-step linear equations.** **MA.912.AR.2.6: Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.** **MA.912.AR.4.1: Given a mathematical or real-world context, write and solve one-variable absolute value equations.** **MA.912.AR.4.2: Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions algebraically or graphically**	
Mathematical Thinking and Reasoning:	**MA.K12.MTR.1.1: Participate in effortful learning both individually and with others.** **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.** **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.** **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.** **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.** **MA.K12.MTR.6.1: Assess the reasonableness of solutions.** **MA.K12.MTR.7.1: Apply mathematics to real-world contexts.**	
Vocabulary (Knows)		
Tier 2 (Academic)		**Tier 3 (Technical)**
Solve Participate Demonstrate Complete Engage Assess Apply		Compound inequality Element Formula Identity Literal equation Set Subset

Algebra Unit Map Unit 1		
Number of Days: 17	**Progress Learning Assessment:** Algebra 1 Unit 1 IFA	**PLC Document for Targeted Instruction**
Unit Essential Questions:	What general strategies can you use to solve simple equations and inequalities?	
Topic:	Solving Equations and Inequalities	
Benchmarks		
Domain		**Classical Instructional Strategies**
BEST Benchmarks	**MA.912.AR.2.1: Given a real-world context, write and solve one-variable multi-step linear equations.** **MA.912.AR.2.6: Given a mathematical or real-world context, write and solve one-variable linear inequalities, including compound inequalities. Represent solutions algebraically or graphically.** **MA.912.AR.4.1: Given a mathematical orreal-world context, write and solve one-variable absolute value equations.** **MA.912.AR.4.2: Given a mathematical or real-world context, write and solve one-variable absolute value inequalities. Represent solutions** **algebraically or graphically**	Direct Instruction (I Do, You Do, We Do) Socratic Seminar (Trivium-Rhetoric Stage) Debate (Trivium-Logic Stage)

Mathematical Thinking and Reasoning	**MA.K12.MTR.1.1: Participate in effortful learning both individually and with others.** **MA.K12.MTR.2.1: Demonstrate understanding by representing problems in multiple ways.** **MA.K12.MTR.3.1: Complete tasks with mathematical fluency.** **MA.K12.MTR.4.1: Engage in discussions that reflect on the mathematical thinking of self and others.** **MA.K12.MTR.5.1: Use patterns and structure to help understand and connect mathematical concepts.** **MA.K12.MTR.6.1: Assess the reasonableness of solutions.** **MA.K12.MTR.7.1: Apply mathematicsto real-world contexts.**	Direct Instruction (I Do, You Do, We Do) Socratic Seminar (Trivium-Rhetoric Stage) Debate (Trivium-Logic Stage)

Vocabulary (Knows)	
Tier 2 (Academic)	**Tier 3 (Technical) *Unit Vocabulary**
Solve Participate Demonstrate Complete Engage Assess Apply	Compound inequality Element Formula Identity Literal equation Set Subset
Suggested Classical Math Readings	
"A Second Course in Algebra," Arthur Weeks & Jackson Adkins	

Sarasota Classical Preparatory Academy

CSUSA Florida

CSUSA FL US History Curriculum Map

Have feedback and suggestions to improve the new templates? Click here.

FL US History Unit 1			
Number of Days: 5	PLC Document for Targeted Instruction Link Here		
Unit Essential Question:	What skills are necessary to be successful on the US History End of Course Exam?		
Topic:	Historian's Apprentice Tools		
Standard(s):			
NGSSS Standards	**SS.912.A.1.1** Describe the importance of histography **SS.912.A.1.2** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period **SS.912.A.1.3** Utilize timelines to identify the time sequence of historical data **SS.912.A.1.4** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past **SS.912.A.1.7** Describe various socio-cultural aspects of American life, including arts, artifacts, literature, education, and publications		
Vocabulary (Knows)			
Tier 2 (Academic)	**Tier 3 (Technical)**		
Describe Utilize Analyze	Histography Primary sources Secondary sources Author Historical significance Audience Authenticity	Historical period Timelines Historical data Images Symbols Objects Cartoons	Graphs Charts Maps Artwork Socio-cultural Artifacts
Daily Topic Breakdown			
Day 1 What is History? (Political history, economic history, social history, labor history, women's history, Black history, intellectual history, military history, environmental history, historiography) **Day 2** Primary vs. Secondary sources (introduce PONCHO method) **Day 3** How Primary & Secondary sources are used to study history (understanding bias) **Day 4** Timelines, Graphs, & Images **Day 5** Understanding Political Cartoons (introduce ELIAS method)			

FL US History Unit 1		
Number of Days: 5		PLC Document for Targeted Instruction Link Here
Unit Essential Questions:	What skills are necessary to be successful on the US History End of Course Exam?	
Topic:	Historian's Apprentice Tools	
		Classical Instructional Strategies
NGSSS Standards	SS.912.A.1.1 Describe the importance of histography SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past SS.912.A.1.7 Describe various socio-cultural aspects of American life, including arts, artifacts, literature, education, and publications	Direct Instruction (I Do, You Do, We Do) Socratic Seminar (Trivium-Rhetoric Stage)
Vocabulary (Knows)		
Tier 2 (Academic)		**Tier 3 (Technical)**

Describe Utilize Analyze	Histography Primary sources Secondary sources Author Historical significance Audience Authenticity Historical period Timelines Historical data Images Symbols Objects Cartoons Graphs Charts Maps Artwork Socio-cultural Artifacts
Daily Topic Breakdown	**Suggested Classical Readings**
Day 1 What is History? (Political history, economic history, social history, labor history, women's history, Black history, intellectual history, military history, environmental history, historiography) **Day 2** Primary vs. Secondary sources (introduce PONCHO method) **Day 3** How Primary & Secondary sources are used to study history (understanding bias) **Day 4** Timelines, Graphs, & Images **Day 5** Understanding Political Cartoons (introduce ELIAS method)	"Eyewitness to America," David Colbert "Fighting the Great War," Michael Neiberg "Land of Hope," Wilfred McClay "Lend Me Your Ears," William Safire "The First World War," John Keegan "The Second World War," John Keegan "We Still Hold These Truths," Matthew Spalding "The Anti-Federalist," Eds. Herbet Storing & Murray Dry

	"The Federalist Papers," Alexander Hamilton, James Madison, & John Jay "The Political Theory of the American Founding," Thomas West The U.S. Constitution and other founding documents

Attachment D

Reading Curriculum

CSUSA K-12 READING PLAN

2023-2024

Table of Contents

Introduction

The reading curriculum for CSUSA Schools is based on a foundation of the FL BEST standards.[1] CSUSA applies a standards-based approach to reading instruction that focuses on mastery through the use of a Guaranteed and Viable Curriculum (GVC), the core of its education model. The GVC is based on the research of Robert Marzano as published in *What Works in Schools: Translating Research Into Action (2003) and The New Art and Science of Teaching (2017).* The GVC provides all students with equal opportunity to master the standards, and the time in which to reach mastery. The use of the GVC ensures that individual teachers do not have the option to disregard or replace assigned content. Teachers focus individualized reading instruction utilizing CSUSA created curriculum maps, which group and arrange the standards in a logical way to ensure all grade level standards can be taught within the school year. Instruction will incorporate a variety of authentic texts, with a blend of literary and informational texts in all grade levels. Along with other resources described further in this plan, CSUSA Schools will utilize a core reading resource, SAVVAS MyView Literacy (K-5) and Houghton Mifflin Into Literature (6-12). Core reading programs are augmented with diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students. The program provides support in building a strong foundation in reading and utilizing critical thinking skills within the reading activities.

The primary goal of the implementation of the reading curriculum is to teach children to understand what they read, and to become life-long readers through systematic, direct instruction of the Standards aligned to the six components of reading: phonological awareness, phonics, fluency, vocabulary, reading comprehension and oral language. CSUSA has incorporated the six components of reading into the GVC, providing curriculum maps with corresponding standards assessments and vocabulary that will assist teachers in systematic instruction of the standards. In the curriculum maps, standards are logically grouped and sequenced, building from simple to more complex skills and taught to mastery, as monitored through formative assessments. Phonemic awareness and phonics skills are scaffolded in blending, segmenting, deleting, and other skills. Research has identified specific skills children must learn in order to read well. According to the Report of the National Reading Panel Teaching Children to Read, the best instructional reading programs include: use of the alphabet (phonemic awareness and phonics), fluency (guided oral reading and independent, silent reading), and comprehension (vocabulary and text comprehension).

Research from *Florida Center for Reading Research* and *Just Read Florida!* will be continually reviewed in order to formulate a research-based reading curriculum based on the needs of the students. CSUSA Schools will implement an ELA block that includes time for all BEST ELA Strands in kindergarten through fifth grades. The ELA block will include whole group instruction and small group instruction utilizing a research-based sequence of reading instruction, with differentiation for specific student learning needs, timely and specific feedback, and high-student engagement to ensure the greatest impact of a full instructional block. There will be instruction for communication/writing, and further vocabulary development, including integration of science and social studies within the ELA block. In addition to the ELA block, there will be an additional block of time dedicated to targeted intervention, remediation or enrichment based on student need, which is aligned with Response to Intervention (RtI), described further in this plan. Standards-aligned reading, writing, speaking and listening instruction will be systematically integrated throughout the day in all subject areas.

[1] A review of the CSUSA Reading Plan for K-12 and guidelines provided by Just Read, Florida! is conducted annually to ensure alignment with current Florida state statute.

No matter the grade level, students in need of additional support will be provided the extra minutes of support either in a push-in or pull-out setting, possibly within a non-required specials period. Middle and high school grades will follow a similar plan, dependent on course scheduling. If students qualify based on data and assessments, they will receive intervention in reading.

Research informs us that there is an instructional difference between annual growth for students who are on grade-level and catch-up growth for students that are below or significantly below grade-level (Fielding, Kerr and Rosier 2007). Addressing literacy and reading for those who are multiple years behind grade-level is not a single year process, in fact, it is only after 2-3 years of comprehensive reading instruction of more than 200 minutes per day that students begin to cross the threshold of grade- level performance (50th percentile). With this in mind CSUSA Schools intend to provide extended instructional minutes to students below grade level through extended-day learning opportunities, remediation, additional tutoring, and in-school interventions.

Table 1.1 below describes a sample progression plan to increase instructional minutes in reading in grades K-5.

Table 1.1

Sample Progression Plan of Instructional ELA Minutes Grades K-5		
On Grade Level Instructional Plan	**Strategic Instructional Plan**	**Intensive Instructional Plan**
90-minute uninterrupted ELA block	90 minute uninterrupted ELA block	90-minute uninterrupted ELA block
30-minute additional block for ELA instruction	30-minute additional block for ELA instruction	30-minute additional block for ELA instruction
30-minute remediation/enrichment block	30-minute remediation/enrichment block	30-minute remediation/enrichment block
	30-minute Intervention block	30-minute Intervention block
		Additional 30-minute intervention block

K-5 Remediation/Enrichment

Students receive targeted instruction in core reading classes during a specific time block. Students are grouped based on their various levels of performance on grade-level standards. The groups are adjusted accordingly based on formative assessment data to ensure students continuously receive personalized instruction. For example, students that are below grade level may receive remedial instruction focused on foundation or comprehension skills, while novel studies or vocabulary application may be the focus for students on grade level. Students above grade level may be participating in an enrichment block where they are incorporating critical thinking and project-based learning to enhance their levels of understanding.

K-5 Intervention

Students who have been identified as having substantial reading deficiencies, as defined by FL Rule 6A-6.053, receive targeted, intensive instruction during a specific intervention time block. They are grouped based on their various levels of performance within the domains of reading and are instructed based on those targeted skill gaps. The groups are adjusted accordingly based on screening, diagnostic and progress-monitoring data to ensure students continuously get the support they need.

The following table provides an example of an elementary schedule beginning with a remediation/enrichment block, a core integrated ELA block, and a separate block for intervention. See the school addendums for individual schools' schedules.

Table 1.2

Sample Elementary Schedule	
Time	**Monday – Friday Schedule**
8:00 am – 8:40 am	Remediation/Enrichment Block
8:40 am – 10:10 am	ELA Block – 90 Minutes Uninterrupted Reading Instruction
10:10 am – 10:40 am	Additional ELA Block - Integrated Social Studies and Science Content
10:40 am -11:10 am	Intervention Block
11:10 am – 11:40 am	Lunch
11:40 pm – 12:25 pm	Specials
12:25 pm – 12:55 pm	Guided PE
12:55 pm – 2:25 pm	Mathematics
2:25 pm – 3:00 pm	Science/Social Studies Experiential Block

In middle and high school, students who need remediation as determined by their performance on state and/or interim assessments will receive intensive instruction through intensive reading support during a double ELA block, a push-in/pull out model or a separate intensive reading course, in addition to their scheduled English Language Arts course. Students are grouped based on their various levels of performance and targeted skill gaps. Throughout the class, groups are adjusted based on formative and progress monitoring data to ensure students continuously get the support they need. Small group instruction and research-based instructional strategies for intervention, such as close reading (Fisher & Frey, 2014) and literature circles (Marzano, Pickering & Pollack, 2001; Daniels, 2002; Langer, 2002; Barone & Barone, 2012; Helgeson, 2017) will be included.

Descriptions of the programs and resources used for intervention will be explained in detail further in Attachment A. Individual schools are not limited to the resources listed in this attachment. The resources used by the individual schools can be found in the school addendums.

Table 2.1 that follows, aligned with Response to Intervention (RtI) described further in this plan, describes the progression plan to increase reading instructional minutes in grades 6-12 to ensure that students achieve mastery of grade level expectations.

Table 2.1

Progression Plan of Instructional Reading Minutes 6-12		
On Grade Level Instructional Plan	**Strategic Instructional Plan**	**Intensive Instructional Plan**
50-102 minute ELA block	50-102 minute ELA block	50-102 minute ELA block
	50-minute intensive reading class (OR) intensive scaffolded support in reading during a double block/remediation block (OR) intensive scaffolded support in reading during a push-in/pull-out model	50-minute intensive reading class (OR) intensive scaffolded support in reading during a double block/ remediation block (OR) intensive scaffolded support in reading during a push-in/pull-out model
		30-minute intervention sessions

Table 2.2 provides an example of a middle school schedule including intensive reading instruction through a push in/pull out method and a double block of ELA instruction.

Table 2.2

Sample Middle School Schedule		
Period	**Time**	**Subject**
	8:00 am – 8:24 am	Homeroom/Advisory
1	8:26 am – 9:16 am	ELA
2	9:18 am – 10:08 am	ELA (option for interventions)
3	10:10 am – 11:00 am	Math
4	11:02 am – 11:52 am	Musical Theatre (option for interventions)
5	11:54 am – 12:44 pm	Science
	12:46 pm – 1:16 pm	Lunch
6	1:18 pm – 2:08 pm	World History
7	2:10 pm – 3:00 pm	PE
	3:00 pm	Dismissal

The Comprehensive Core Reading Program (CCRP)

The Comprehensive Core Reading Plan (CCRP) is the basis of reading instruction provided to all students at all levels as a critical component of the GVC. SAVVAS MyView Literacy (K-5) is the state approved core-reading program for kindergarten through fifth grade. It is a comprehensive, research-based program, which provides for the implementation of an integrated approach, and supports the creation of a strong reading foundation required for the development of literacy skills needed for the success of 21st century learners. It correlates to the BEST standards across all grade levels and addresses the six areas of reading: phonological awareness, phonics, fluency, vocabulary, comprehension, and oral language. It also provides for explicit, systematic instruction, and ample practice opportunities which allow students to master necessary reading skills. This research-based instructional approach is provided during the uninterrupted 90-minute ELA block, and will incorporate a variety of authentic texts, with a blend of literary and informational texts in all grade levels. This combination of short stories, novels, non- fiction texts, poetry, and drama will prepare the student for real-life reading application. Text exemplars provide exposure to more complex text to challenge the students, allowing them to reach higher standards of success. The literature and non-fiction texts, supplemented with exemplar texts, suggested in the curriculum maps, are to be used for close, analytic reads.

A portion of the block will consist of teachers providing the designated reading lesson for the day, and the remainder of the time will be differentiated for students to receive targeted small-group instruction or complete independent activities tailored to practice necessary reading skills from the lesson. Small-group instruction and corrective feedback will be provided, and independent work will be monitored. Teachers will use texts and materials at the student's instructional level, and progress to more complex text as necessary.

HMH Into Literature, a comprehensive English Language Arts program with an integrated reading and writing approach, will be utilized in grades 6-12. The program correlates to the BEST standards for all grade levels and contains multiple resources that include a reading focus. For example, resources such as an interactive work text, The Close Reader, is provided for close reading as are digital tools to enhance students' ability to analyze and identify critical information within a variety of rigorous text structures. Into Literature can also be utilized to facilitate teacher-led small group instruction, which research shows to be an effective strategy for proficient reading. Additionally, Into Literature includes vast supplemental novels for the use of book studies and Literature Circles, a research- proven effective reading instructional strategy (Daniels, 2002; Langer, 2002; Marzano, Pickering & Pollack, 2001; Barone & Barone, 2012; Helgeson, 2017).

Supplemental Intervention Reading Program (SIRP)

Based on benchmark, interim and formative assessment data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90- minute ELA block (K-5) in times such as the RtI block, through content area integration, during enrichment activities, and during any other opportunity to support student achievement of individual learning goals. Programs, resources and assessments used during SIRP are described in detail in Attachment A. Individual schools are not limited to the resources listed in Attachment A. The resources used by the individual schools can be found in the school addendums.

Comprehensive Intervention Reading Programs (CIRP)

CSUSA Schools will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies and/or read one or more years below grade level. Students will receive additional instruction outside of the 90-minute ELA block and the SIRP interventions through the use of an evidence-based intervention program in a small-group setting. These students will receive more frequent progress monitoring to ensure accelerated progress toward grade level expectations. Students will not be pulled out of core subjects for this additional reading instruction. For example, the comprehensive reading instruction could occur during dedicated intervention times, an extension of an ELA block, or during non-required electives. Programs, resources, and assessments used during CIRP are described in Attachment A. Individual schools are not limited to the resources listed in the school addendums.

Response to Intervention

CSUSA Schools will use a Response to Intervention model based on a Multi-Tiered System of Supports (MTSS) to provide high quality instruction and interventions matched to the needs of each individual student. This model is aligned with all federal and state laws to ensure all students make appropriate learning gains. Each student's performance will drive future instructional decisions. This will be in place for all students in need of reading intervention, including students who have previously been identified as meeting Exceptional Student Education (ESE) eligibility requirements, students with 504 plans, and English Language Learners (ELL). Students with IEPs qualify for Tier 2 and Tier 3 services in the same manner as all other students, in addition to any services and accommodations that they are already receiving through their IEP. CSUSA Schools will follow the district's guidelines for 1011.62(9), F.S., and FL Rule 6A-6.053, where all students in grades kindergarten through 12 requiring Tier III intensive reading interventions will be taught by a teacher who is certified or endorsed in reading.

The RtI model includes:

- Tier 1 – Standards-Based Classroom Learning. All students participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support and implementation of the Florida Standards (BEST). This is implemented through standards-based classroom structure, differentiation of instruction, flexible grouping, progress monitoring, formative assessments, and positive behavior supports.
- Tier 2 – Needs-Based Learning. In addition to Tier 1, targeted students participate in standard intervention protocol processes for identifying and providing evidence-based interventions based on student need, on- going progress monitoring to measure student response to intervention and guided decision-making. Instruction occurs in small-groups in addition to the time allotted for core instruction.
- Tier 3 – SST-Driven Learning. In addition to Tier 1 and Tier 2, targeted students participate in intensive, formalized problem solving to identify individual student needs; targeted evidence-based interventions tailored to individual needs; evidence-based curriculum resources; frequent progress monitoring; and analysis of student response to intervention(s). The time spent on instruction for Tier 3 students is in addition to the combined Tier 1 and Tier 2 amounts.

See Addendum for a draft of a Reading Intervention Process and Procedures Manual for CSUSA Schools.

CSUSA Schools ensure that behavior does not impact the reading acquisition process. Through a collaborative problem-solving model, the multi-disciplinary team, which may include school counselor, teacher, curriculum resource teacher, administrator will systematically review performance data of all students and identify interventions as needed to improve student performance. This team will work with teachers on implementation of these interventions with fidelity and progress monitoring. The team will meet regularly to discuss how to better enable learning for students at each of the three intervention tiers.

CSUSA Schools will offer ELL students instructional services through a Mainstream/Inclusion English Language Arts and Mainstream/Inclusion for Core/Basic subject areas model. Sheltered instruction may be offered to students in grades 6 –12 as needed via English Through ESOL and Developmental Language Arts Through ESOL. Mainstream/inclusion instruction provided to ELL students will be equal in amount, sequence, and scope to the instruction provided to the non-ELL students at the same grade levels. WIDA Can Do Descriptors will be used as a tool to help differentiate instruction, according to what the student should be able to do based on the student's stage of English language proficiency. Instruction will be supported through the use of differentiated ESOL instructional strategies, accommodations, materials, and assessments, which are monitored by the ELL committee and documented in lesson plans. The effectiveness of these ESOL strategies will be determined by the teachers' observations, administrative classroom walk-throughs, data chats, and site visits. In addition, the curriculum, textbooks, and other instructional materials used by ELL students will be comparable to those used by their non-ELL counterparts. Supplemental text and materials will also be provided as needed for language acquisition and reading instruction.

ESOL components are included within the SAVVAS MyView Literacy (K-5) reading program, such as leveled texts, to supplement the lesson and provide differentiated support to ELL students. All students, including ELL students, who are performing below grade level will be referred to the RtI process. Interventions that will be provided include push-in/pull-out support and small-group instruction. Progress Monitoring Plans (PMP) will be created for all students, including ELL students, to properly document types and frequency of interventions. The ESOL coordinator will take part in monitoring these PMPs to ensure ELLs are making adequate progress based on performance of class and benchmark assessments. The state required assessment, ACCESS for ELLs, will be administered as appropriate.

Students in CSUSA Schools who have been identified and qualify for a Gifted Education Program, each have an Educational Plan (EP). The schools' gifted teachers work collaboratively with the instructional team to support the students in the achievement of their EP goals. Strategies utilized will allow students to be academically challenged and will focus on higher-order thinking skills. The team works together to review student data and identify enrichment areas which may be targeted through differentiated instruction. Through differentiated activities, gifted students' studies may encompass holistic projects that include components such as the development of advanced research skills, complex creative thinking and problem-solving, communication skills for a variety of audiences, and use of technology to promote the desire for learning on self-selected and/or teacher-selected topics.

Between diagnostic and interim assessment periods, teachers will administer a variety of assessments to students in need of intervention, or to those who are not responding to interventions. The norm-based Northwest Education Association (NWEA) assessment or other comparable assessments are used as the universal screenings for all grade levels, K-10 to determine student need for intervention. For the complete breakdown of diagnostic tools used and frequency of assessment during the RtI process, see Assessment section beginning on page 15.

All elements of progress monitoring will be shared with parents through the report card and data conferences, conducted throughout the year. Parents will have the option to schedule conferences as needed with the teacher. This connection between home and school will enhance students' ability to achieve annual progress.

Reading Program Specifications

In order to make reading a "primary focus," all objectives from the *Just Read Florida!* Reading Program Specifications that follow will be implemented at CSUSA Schools.

Specification 1: Professional Development

- Comprehensive Initial Professional Development
- Professional Development for Everyone
- Frequent and Continuous Professional Development
- Professional Development to Impact Change
- Professional Development Led by School-site Expertise

CSUSA Schools will provide professional development for all teachers through the model of continuous improvement. All teachers will be provided research-based professional development targeted on school improvement goals. Teachers will meet in professional learning communities weekly by grade level teams, facilitated by their team leads, to analyze student data and design units and accompanying lessons. Additionally, team leads participate in monthly leadership meetings with administrators. Based on administrative/support walk-throughs, site visit feedback, and student performance, teachers will be provided specific, differentiated professional development from mentor teachers, administrators, curriculum specialists, or curriculum resource teachers (CRTs). At least one CRT will be on staff at all CSUSA Schools, and a regional curriculum specialist will be assigned for support. Professional development will be provided at least monthly, in addition to weekly grade level meetings, and on designated teacher professional development days. Teachers will meet for data chats with mentor teachers and administrators, after benchmark assessment periods, to analyze student reading progress, and develop an action plan for professional development. These data chats can include reading intervention strategies, teaching reading in content areas, and many other literacy development opportunities. Professional development will have an emphasis on dyslexia, multisensory interventions and explicit instructional approaches. Florida's BEST Standards and scientifically based reading research and evidence-based practices will also be an area of focus for professional development and PLCs. A sample professional development agenda is shown in Table 3 that follows. In addition to the following network-wide plan, see the school addendums for individual schools' customized professional development plans.

Table 3

Professional Development Agenda		
Month	Topic	Facilitator
July/August	CRT Boot Camp	Curriculum Specialist
September	Data Driven Instruction	Curriculum Resource Teacher
October	Cadre webinar	Curriculum Specialist
November	Coaching Cadre in person	Curriculum Specialist
December	Small Group Instruction	Curriculum Resource Teacher
January	Cadre Webinar	Curriculum Specialist
February	Coaching Cadre in person	Curriculum Specialist
March	Literacy Across Content Areas	Curriculum Resource Teacher
April	Cadre webinar	Curriculum Specialist
May	Cadre Webinar	Curriculum Specialist

In preparation for their highly supportive roles within CSUSA Schools, CRTs attend training workshops each year to further professional knowledge on how to best serve CSUSA Schools. In order to facilitate professional development to the teachers throughout the year, CRTs attend Curriculum Cadres and webinars provided by curriculum specialists.

Principals and Assistant Principals have their own professional development institutes over the summer to prepare for the coming year, with regard to best practices, new regulations, and any other expectation within their roles. Principals and Assistant Principals attend meetings to receive support within their positions.

CSUSA also has a professional development plan for New Teacher Induction (NTI) prior to orientation at the school level. Additional opportunities for NTI will be provided throughout the year as teachers are hired. Returning teachers receive at least one full week of professional development prior to the start of the new school year for Returning Teacher Orientation (RTO). These two-week trainings are provided by CSUSA, and are facilitated by Curriculum Specialists, site-based administrators, and Curriculum Resource Teachers. During the first days of NTI/RTO, all teachers new to the school will receive comprehensive training that ensures their understanding and implementation of the GVC. In subsequent days, all teachers will receive training based on the Marzano works, *What Works in Schools: Translating Research into Action (2003), and Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement (2001).* This professional development will support all areas of reading instruction, including the use of targeted instruction, differentiated instruction, formative and summative assessments, tracking and monitoring progress, and working with special needs students such as ELL and students with disabilities.

Teachers have to complete required coursework to obtain proper ESOL endorsement, as well as follow state guidelines for professional certificate renewal. In addition, teachers and administrators are encouraged to exemplify the commitment to lifelong learning, by seeking professional development outside of the requirements of CSUSA Schools.

Professional development based on reading instructional software programs occurs throughout the year. Both CSUSA and the individual software companies provide these trainings. Training formats include face-to-face, train-the-trainer, network wide webinars and continuous follow up visits and support. Trainings are also provided by core textbook publishers throughout the year on appropriate, new uses of resources, including ways to best utilize provided materials to reach struggling readers.

Specification 2: Administrative Practices in Support of Reading

- 2.1 Reading as a School-wide Priority
- 2.2 In-service and Evaluation Processes Focused on Reading
- 2.3 Resource Focus on Reading Achievement

School leaders will set high expectations for student achievement in reading and will develop a culture of excellence with a focus on reading. The frequent administrative/support walk-throughs and site visit feedback will be targeted to track teachers' mastery of high-probability, research-based instructional strategies. These measures ensure that teachers implement the reading plan with fidelity and that resources are allocated and used to deliver the strongest impact on student achievement in reading.

High-quality reading programs and materials will continuously be chosen to meet the needs of students. Feedback from teachers can be gathered at each biweekly data chat, as well as from results from each interim assessment and benchmark assessment provided by the Northwest Evaluation Association (NWEA) or other comparable assessments to evaluate the effectiveness of each chosen instructional program. These assessments are described further in this plan. Core curriculum may be supplemented by the purchase of novels and other approved fiction and nonfiction texts for students to read within classroom instruction, as well as for personal reading pleasure, to increase motivation and foster a love for reading in students. The Curriculum Resource Teacher will collaborate with the reading and content area teachers to create text sets or collections of books around a topic of inquire at varying levels of complexity. If an individual school has received a Title I designation, there also could be additional resources and personnel, such as a reading coach, to assist with the selection of materials.

The principal will clearly articulate the vision, mission, and expectations that all children can read, and assist in establishing reading as a priority. Schools may support reading as a priority by spearheading a Reading Challenge in which all students will be expected to read a specific number of books at their independent level throughout the year.

Table 4 below provides CSUSA guidelines for the number of books that may be read by each student:

Table 4

Sample Reading Challenge Goals	
Grade Level	Number of Books
Kindergarten	100
1st - 5th Grade	50
6th – 12th Grade	30

Teachers can monitor students' independent reading, and check for comprehension in a variety of ways including, but not limited to, student created illustrations, summaries, and verbal explanations. Progress toward the school-wide goal will be tracked and celebrated on hallway or classroom displays. This challenge will also provide for a home-school connection with reading, in addition to their regular daily homework assignments from core courses. Parents will be required to sign a reading log or tracking system to monitor students' independent reading at home. Parents can facilitate deeper understanding of texts by being the "teacher" at home, asking their children questions about what they are reading and providing support for any book reports or projects that may need to be completed. Students may have the opportunity to use tablets or e-readers as well.

Staff members may also participate in a similar reading challenge. This can further promote CSUSA Schools' vision of creating the desire for students to be life-long learners as teachers will be role models, demonstrating their love for learning through reading.

CSUSA Schools will also have a Literacy Committee or Reading Leadership Team in order to develop programs and activities that will promote reading throughout the school.

Specification 3: High Quality Reading Instruction is a Dynamic System

- 3.1 Propels Student Learning in Essential Reading Components
- 3.2 Expends Efficient Use of Instructional Time
- 3.3 Contains Systematic Set of Assessment Practices
- 3.4 Differentiated Instruction

Essential Reading Components

The six components of reading will be taught explicitly with structured practice to ensure mastery. Speaking and listening skills is an essential component of literacy. Expressive and receptive oral language skills will be provided throughout the English Language Arts instructional block. Opportunities for students in all grades will be provided to engage in developmentally appropriate collaborative partner, small group and whole class discussions. These discussions will include vocabulary development, guided practice, demonstrating understanding by summarizing and retelling, reporting on topics and relating key details of stories in a logical fashion, presentations and picture chats.

Phonological awareness skills, such as phoneme blending and phoneme deletion, will be scaffolded beginning with simpler phonemes, and building to more complex phonemes. Phonics skills and decoding strategies will be taught systematically and sequentially so that students understand how letters represent sounds and sounds blend together to make words that contain meaning. The curriculum supports students enhancing their phonics skills within their writing. In addition to explicit whole group instruction, these skills are further mastered through small group instruction, centers, and cooperative learning activities.

Teachers will provide fluency instruction on three levels of text: high frequency word fluency, phrase fluency, and text fluency. Students will set individual goals for fluency, and teachers will track progress toward achievement through regular fluency assessments.

To build academic vocabulary, teachers will choose the most important vocabulary words to teach, and following a six-step process to teach new words so that students develop a deep understanding of the word (Marzano). Students are first provided a description or example of the word (verbally and in non-linguistic form). Students then restate this description in their own words, and also create a picture or symbol to represent the word. Students interact with this new word in various higher-order activities throughout the week, as well as with each other. They may also participate in games with the word for further motivation and connections.

Reading process and literary analysis skills will be taught through direct instruction of content cluster skills, and modeling of metacognitive, comprehension strategies (Keene and Harvey & Goudvis). This is supported through small group instruction with leveled texts. By providing direct, systematic instruction for all six components of reading, CSUSA Schools will ensure that all students achieve annual growth in reading.

Using an integrated approach, writing will be a part of all content areas. Included in this approach will be elements from direct skill instruction and the process-oriented methodology including frequent opportunities for students to engage in, and apply specific skills in a variety of communication activities. Additionally, writing skills will be strengthened across the curriculum through responding to text and the use of writing strategies such as, planning, revising, editing, peer review and collaboration. Furthermore, text production and process writing approaches will be incorporated. Technology, such as word processing will be utilized as support.

Efficient Use of Instructional Time

In order to maximize instructional time, teachers are requested to map out their lessons minute-by-minute. This ensures for "bell-to-bell" instruction, with research-based strategies implemented to engage students within learning the entire time. These lesson plans are approved by administrators and implemented with fidelity throughout the year. With administrative approval, teachers may adjust their plans as the year progresses to best fit the needs of students. These minutes are posted in the classroom for all students, as well as visitors, to see. This makes all stakeholders aware of what is happening in the classroom and assists with appropriate instructional pacing.

Teachers are also expected to map out their lesson plans in a very structured, research-based manner, following the guidelines of using an introduction, modeling, guided practice, independent practice, and closure within every lesson and every subject.

Reading processes and literary analysis skills will be taught through direct instruction of content cluster skills and by modeling of metacognitive comprehension strategies (Keene and Harvey & Goudvis). This is supported through small group instruction with leveled texts. Students will have access to leveled readings and activities in targeted small groups and centers used for individualized instruction and practice. Highly qualified teachers will appropriately group students by level and differentiate instruction targeted to particular groups' needs through scaffolded, reading lessons. Additionally, instructional software, which adapts to student's individual needs will be used.

Students move into independent practice when they have proven they have understood the concept, and the purpose is to master the objective. During this time, teachers can work with small-groups, and focus on targeted instruction using research-based strategies through targeted small group instruction and implement differentiated and skill-specific centers. This allows teachers to provide extra assistance to those who are not ready to move on to the independent practice stage and hone in on particular deficiencies. Lastly, a closure activity is conducted, whether it is in the form of an exit-slip, or turn-and-talk response, in order to gauge final understanding of the concept taught within the lesson. This effective use of instructional time plan applies to all subject areas, not just reading. For those students who are in need of extra instructional time and support, see the sample schedules provided.

Assessment

At the beginning of every school year, teachers will analyze previous year's state assessment scores and identify each student's reading level through a variety of assessments. Examples of assessments that may be available for CSUSA Schools are shown in Table 5.1 below. See the school addendums for specific progress monitoring assessments used at individual schools and Attachment B for an overview of CSUSA assessments and reports.

Table 5.1

Grades K-2 Sample Reading Assessments		
Category	**Assessment**	**Frequency**
Screening	NWEA MAP Growth; STAR; iReady	Up to 3 times a year
Diagnostic	iReady Progress Monitoring; DIBELS; NWEA Reading Fluency	1-3 times a year
Progress Monitoring	STAR; Easy CBM; DIBELS; NWEA Reading Fluency; DAR; MyView	Minimum of every 3-4 sessions within a 6-8-week intervention cycle
Outcome Measures	NWEA MAP Growth; State Assessments, Instructional Focus Assessments	Range: by unit → 3 times a year

Table 5.2

Grades 3-5 Sample Reading Assessments		
Category	**Assessment**	**Frequency**
Screening	NWEA MAP Growth; FAST; iReady	Up to 3 times a year
Diagnostic	iReady Progress Monitoring; DIBELS; DAR; NWEA Reading Fluency	1- 3 times a year
Progress Monitoring	FAST/Cambium; Easy CBM; STAR; DIBELS; DAR; NWEA Reading Fluency; MyView	Minimum of every 3-4 sessions within a 6-8-week intervention cycle.
Outcome Measures	NWEA MAP Growth; State Assessments, Instructional Focus Assessments	Range: by unit → 3 times a year

Table 5.3

Grades 6-12 Sample Reading Assessments		
Category	**Assessment**	**Frequency**
Screening	NWEA MAP Growth; iReady (6th- 8th); FAST	Up to 3 times a year
Diagnostic	DIBELS; DAR; iReady Progress Monitoring (6th-8th)	1-3 times a year
Progress Monitoring	Easy CBM; FAST/Cambium (6-10); DIBELS, DAR	Minimum of every 3-4 sessions within a 6-8-week intervention cycle.
Outcome Measures	NWEA MAP Growth; State Assessments, Instructional Focus Assessments;	Range: by unit → 3 times a year

In addition to the assessments above, fluency assessments such as oral reading fluency checks using scaffolded discussion templates, will provide data regarding reading level progress. For those students with disabilities for whom participation in the regular state assessments has been deemed not appropriate per their Individualized Education Plans, alternative options will be provided per the Florida state guidelines. CSUSA Schools will be in compliance with all guidelines and requirements, including assessments for students with Individual Education Plans and English Language Learners. For those third grade students who do not meet standardized testing passing requirements, CSUSA Schools will utilize state approved alternative assessments for good cause promotion. Teachers will administer formative and summative standard based assessments that are designed to evaluate whether a student has mastered a specific standard at the lowest level that was taught. Each assessment will measure the academic performance of each student on a particular standard, based on content that has been introduced and practiced multiple times.

NWEA MAP Growth, or a comparable assessment, may be administered three times per year, as well as interim assessments will provide data regarding progress toward the state-mandated assessment, and are described as follows:

- NWEA Interim Formative Assessments - The Northwest Evaluation Association (NWEA) MAP Growth assessments are nationally normed, and proven to be effective at targeting student achievement and determining skills students need to improve performance. NWEA uses a scale score (RIT) that continues through each grade level, which enables us to monitor growth from one grade level to the next, as well as determine exactly how far above or how far below grade level a student is. NWEA currently provides the Measures of Academic Progress (MAP). These assessments are adaptive and computer-based, which help prepare students for the format of the state assessments as well. NWEA MAP tests students with engaging, ability-appropriate content. NWEA is an adaptive assessment; therefore, as a student responds to questions, the test difficulty adjusts to the level of the student.

Assessments are followed by a decision-making process to determine the next action to take to meet students' needs. Teachers use data from state assessments, NWEA MAP, interim assessments, and class assessments to drive the decision- making process with regard to differentiated instruction. This decision making includes re-teaching, changing the instructional strategies, or modifying the developed product to demonstrate understanding. Student groupings will change in classes periodically depending on the activity level and ability level. Teachers will integrate formative assessments throughout activities to make adjustments. Continuously assessing, reflecting, and adjusting content, process, and product enables teachers to best meet the needs of each individual student.

For students receiving targeted intervention, for example those receiving Tier 2 or Tier 3 support, the decision-making process will be more formal. After every 3-4 intervention sessions there will be an analysis of the progress monitoring to determine the success of the intervention. After 6-8-weeks there will be a meeting to analyze the data to determine if the student needs to continue with the intervention, if the intervention needs to be modified, or if the student has met their goals and no longer needs the intervention. Time frames may be adjusted based on LEA guidelines.

Differentiated Instruction

CSUSA Schools will follow the belief that differentiated instruction includes:

- A teacher's response to student needs
- The recognition of students' varying background knowledge and preferences
- Student-centered instruction that addresses students' differences
- A blend of whole-group and small-group instruction.

Research states that teachers can differentiate in various ways: with the content students are learning; the process or environment in which the material is being taught; and the product that is developed to demonstrate learning. Teachers will take into consideration the students' readiness for learning, their interest, and their learning profiles.

Research- based best practices with regard to differentiating include:

- For student readiness: focusing on the standard for the content being taught and the objective that must be mastered, but content may be at various levels (i.e. students may read higher-level text yet still master the same standard as students reading on- level text).
- For student interest: allowing students to choose from a list of options of how they will demonstrate mastery (i.e. some students may complete a project, whereas others might write an essay).
- For student learning profile: addressing various individual student differences in learning styles (i.e. students that are tactile learners can use manipulatives, whereas students who are visual learners can use pictures).

Using assessments describe previously in the plan, students will be assessed at the beginning of the school year to determine basic reading development and to detect the presence of any difficulty. Based on the instructional implications of the diagnostic screening, students will be provided instruction to meet their individual needs with an emphasis on cooperative learning and small group instruction. Cooperative groups are flexible based on progress monitoring of reading skills. The reading lesson segments can incorporate differentiated texts—for on-level, advanced, below- level, and ELL students. Teachers will utilize various rigorous and standards-based center resources to engage students in reading activities to deepen their understanding of reading skills through hands-on activities, the use of manipulatives (i.e. word sorts, letter tiles, and dry erase boards), and integration of technology (i.e. listening centers, Reading Plus).

To further enhance learning for those students who are higher-level, including gifted learners, CSUSA Schools will emphasize using higher-order thinking skills and higher-order tasks to challenge the students. These tasks are utilized as students master concepts and deepen their understanding, and ultimately will benefit all levels of learners. The activities are to enrich college-ready skills, such as problem-solving, critical thinking, synthesizing, analysis, connections, creativity, metacognition, evaluation of decision-making, and transferring knowledge. Not only can these be applied within the reading program, but also across all content areas. Examples of higher-order activities that can be utilized include, but are not limited to:

- Cooperative learning groups
- Student-created artifacts
- Cross-curricular projects
- Inductive learning
- Real-world application projects
- Circle of knowledge
- Evaluations and Critiques
- Research projects
- Debates
- Mock trials

Specification 4: Reading Text Materials and Resources

- 4.1 Materials Aligned with Student Reading Levels
- 4.2 Comprehensive Instructional Materials
- 4.3 Wide Assortment of Diverse Text
- 4.4 Flexible Use of Text
- 4.5 Appropriate Use of Technology

The Comprehensive Core Reading Plan (CCRP) Materials: CSUSA Schools will use SAVVAS MyView Literacy (K-5) and Houghton Mifflin Harcourt Into Literature (6-12). As all reading resources are consistently reviewed and evaluated, these choices may change in the future if new, more effective, research-based resources are determined. As stated previously, these proposed programs include a range of diverse print and media aligned with the Florida's BEST Standards. Within the programs there are diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students.

Accompanying instructional materials such as workshop kits, decodable books, and leveled reading sets will be used for differentiated instruction during the K-5 90-minute ELA block, and during the regularly scheduled double block of middle school ELA as illustrated on the sample student schedules in this document. This integrated reading and ELA block will infuse reading instruction for all students through the use of research-based strategies such as close reading experiences and novel studies with the use of exemplar texts. The increase in complexity will be accomplished by exposing students to authentic texts. Students will have the opportunity to utilize these resources at school and at home.

Supplemental Intervention Reading Program (SIRP) Materials

CSUSA Schools will meet the individual needs of students during the school day. The schedules outlined in this plan show additional minutes outside of the uninterrupted 90- minutes of core reading instruction through the Supplemental Intervention Reading Program. Based on classroom and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the 90-minute ELA block in times such as the RtI block, through content area integration, during enrichment activities, and any other opportunity, to support student achievement of individual learning goals. A comprehensive list of programs, materials and resources for SIRP is detailed in Attachment A. See the school addendums for the list of resources utilized by individual schools, along with descriptions of how the programs are implemented. Individual schools are not limited to the resources listed in Attachment A. CSUSA is dedicated to increase the resources and materials used to support SIRP at the 6-12 grade levels.

Comprehensive Intervention Reading Programs (CIRP) Materials: CSUSA Schools will meet the individual needs of students who, based on diagnostic data, have been identified to have significant skill deficiencies, and/or read one or more years below grade level, these students will be given additional instructional minutes using an evidence-based intervention program. In addition to SIRP intervention, students will receive this additional instruction outside of the regularly scheduled ELA block, in a small-group setting, with more frequent progress monitoring, to ensure accelerated progress toward grade level expectations. Various materials and strategies will be utilized to aid those students needing extra support in meeting and exceeding a year's worth of learning. A comprehensive list of programs, materials and resources for CIRP is detailed in Attachment A. See the school addendums for the list of resources utilized by individual schools, along with descriptions of how the programs are implemented. Individual schools are not limited to the resources listed in Attachment A. CSUSA is dedicated to increase the resources and materials used to support CIRP at the 6-12 grade levels.

Attachment C demonstrates a sample of the decision-making process through which students are identified for strategic or intensive support. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention instruction and/or materials will be changed based on student data. Also, reflected in Attachment C are examples of materials that may be utilized during the intervention process. Listed materials will be utilized as the resource, such as FCRR, for research-based reading acquisition strategies. When students are not responding to an intervention their supports are increased, and/or the intervention being used is changed. Assessment and progress monitoring is continued in order to determine and target the deficiency.

Use of Technology and Digital Materials

A primary focus of CSUSA Schools is utilizing technology as an effective way to increase student engagement and interaction with learning, as well as for real-world application. CSUSA Schools will do the same and leverage many digital curriculum assets to enhance the offerings for remediation, enrichment and direct classroom instruction. The goal of technology usage is to create an interactive classroom, taking technology out of the hands of the teachers and place it within the hands of students, for an optimal experiential learning environment. Teachers will be trained to integrate technology into the student-learning environment to increase academic achievement for each student.

With the integration of technology, all students will have targeted access to curricular resources, assessment, technology-based intervention, and enrichment enhancing differentiation. Teachers and students will have technology integrated in the classroom through a variety of modalities. For students, this may include:

- Flat screen televisions with interactive tablets
- SMART/Interactive Panel Boards
- Laptop computers
- Computer labs
- Tablets
- Document cameras
- Production room

CSUSA Schools will utilize digital texts and materials in addition to the traditional texts used in schools. All of the textbook programs used will have a digital book component for both school and home. CSUSA Schools will work to build a partnership with a local library as well to obtain more access to digital content. Materials will consistently be reviewed and updated based on impact on student achievement, with digital texts as a priority to meet student needs.

Evidence-Based Intervention Resources, Programs, and Materials

Examples of Evidence-Based Assessments

Additional evidence –based assessments may be used at the individual school level.

Name of Assessment	Type of Assessment	Frequency
NWEA MAP Growth (K-12)	Screening	up to 3 times per year
NWEA Reading Fluency (K-5)	Screening, Diagnostic and/or Progress Monitoring	up to 3 times per year
STAR Early Literacy/Reading State Assessments (K-2)	Screening	3 times per year
MyView, MyFocus (K-5)	Progress Monitoring	Ongoing, as needed
Read 180	Progress Monitoring	Ongoing, as needed
DIBELS (through 8th grade)	Diagnostic/Progress Monitoring	Ongoing, as needed
Easy CBM (K-12)	Diagnostic/Progress Monitoring	Ongoing, as needed
FAST Progress Monitoring (3-10)	Progress Monitoring	2 times per year, plus summative FAST
DAR (K-12)	Diagnostic/Progress Monitoring	Ongoing, as needed
i-Ready (K-8)	Screening/ Diagnostic	1 to 3 times per year

Examples of Evidence-Based Intervention Resources, Programs, and Materials

Additional evidence-based programs, resources and materials may be used at the individual school level.

Resources/ Program	Grade Level	Phonics	Phonemic Awareness	Fluency	Comprehension	Vocabulary	Oral Language
Lexia Core 5	K-5	x	x	x	x	x	x
Lexia Power Up	6-12		x	x	x	x	
i-Ready	K-8	x	x		x	x	
Reading Horizons	4-12			x	x	x	x
Read 180	3-12	x	x	x	x	x	
Phonics for Reading	2-6	x	x	x			
Intensive Reading	MS Course	x	x	x	x	x	x
Edgenuity MyPath	6-12				x	x	
STARI	6-8			x	x		
FCRR	K-12	x	x	x	x	x	x
Scholastic Reading Kits	K-5	x	x	x	x	x	x
Exact Path	K-12	x	x	x	x	x	x
Spire	1-8	x	x	x	x	x	X
Orton Gillingham	K-12	x	x	x	x	x	
Heggerty	K-12	x	x				
Corrective Reading	3-12	x		x	x		
SIPPS	K-12	x	x	x		x	
*See school specific addendums for details.							

CSUSA Assessment and Data Reference Sheet

NWEA – Northwestern Evaluation Association

Name	Description
MAP (Measures of Academic Progress) Growth	• Administered up to three times annually • Grades 2-5, 6-10, 11-12 students that retake a reading course • Computer-based, Adaptive • Data: RIT score, student's instructional level • K-2 Test includes audio support (for K-1 and non-reading 2nd grade students)
MAP for Reading Fluency	• Leverages speech recognition technology and automatic scoring to measure oral reading fluency, reading comprehension, and foundational reading skills – and delivers immediate results to teachers
Surveys	• Grades 2+ • Used to test students outside of the testing window • Not a replacement for MAP assessments • Cannot be used in growth calculations (not enough questions) • Computer-based, Adaptive • Data: RIT score • Limited questions and reporting (no goal area RIT scores)
Skills Checklists	• Grades K and 1 • Skill specific assessments for early literacy and numeracy • 28 Math Checklists, 10 ELA Checklists • Does not replace MAP
Kindergarten Screener	• Pre-screener for incoming Kindergarteners • 30 questions each (early literacy and early numeracy) • Does not replace MAP

Teacher Level Reports	
Name	**Notes**
Class Report	• Mean & median class RIT • Goal area performance RIT • Student percentile rankings • Lexile range (Reading MAP only) • National and district comparisons
Class Breakdown	• Student groupings by 10-point RIT bands • Student groupings by subject and goal area • Direct access to Learning Continuum • Organized by RIT band, subject, goal area and sub-goal area
Achievement Status and Growth*	• Student growth projections • Student status and growth percentiles • Growth projection attainment • Percent of students who met growth projection • Percentage of overall RIT met • Quadrant graphs of student status and growth percentiles • National and district comparisons
Student Progress	• Student and parent friendly summary report of student
Student Profile Report	• student learning continuum • goal setting per subject area and projected student proficiency performance • Historical data over time • National and district comparisons • Skills students are ready to learn, reinforce and introduce
MPG Class Report	• Skills Checklist and Kindergarten Screener results per class • Class summary information provided
MPG Student Report	• Skills Checklist and Kindergarten Screener results per student

School Level Reports	
Name	**Notes**
District Summary	• Grade level achievement on MAP assessments • Historical results by test • Mean RIT, Median RIT and Goal Area Mean RIT • Only available after window closes. Prior to closed window pull ASG by grade pool
Student Growth Summary*	• Grade level growth projection and performance on MAP assessments by subject for a specified testing season • Grade level mean RIT, growth projections • % of students in a grade level who met growth projection • Grade level status and growth percentiles • Only available after window closes. Prior to closed window pull ASG by grade pool
Projected Proficiency Summary	• Reading • Math • ACT
Grade Report	• Mean & median grade level RIT • Goal area performance grade level RIT • Student Percentile Rankings • Lexile Range • National and district comparisons

Progress Learning

Assessments	
Standards-Based Instructional Focus Assessments (IFAs)	• Grades K-12 • Standards assessed according to the pacing of the CSUSA Curriculum Maps • Aligned to Florida Standards (BEST) • Computer based
Supplemental Benchmark Assessments	• Select priority courses • Standards-based and cumulative • Administered 1-3 times per year
Teacher Created Formative Assessments	• Florida standards (BEST) aligned item bank • Computer based

NWEA MAP Reading Fluency

- Mandatory for all Kindergarten, 1st and 2nd graders (additional students/grade levels may be tested as the school deems necessary)
- Administered a minimum of 3 times per year, consistent with NWEA testing windows
- Areas Assessed: Oral reading fluency, literal comprehension, foundational reading skills

Reading Intervention Decision Tree Planning Tool for All Students*

Start Here:
Identify Students who demonstrate a substantial reading deficiency, according to the universal screener.

Screeners:
NWEA (K-12)
STAR Early Literacy (K-3)
i-Ready (K-8)

Has the student been given a diagnostic reading assessment to identify the specific reading deficiency?

No

Administer a diagnostic reading assessment to identify the specific reading deficiency.

Diagnostics:
NWEA Reading Fluency
DIBELS (through 8th grade)
DAR (K-12)
i-Ready (K-8)

Yes

Based on the diagnostic assessment analysis (determining the need in any of the following areas: Phonological awareness, phonics, fluency, vocabulary, or comprehension), provide immediate targeted intervention in small groups of students with the same deficiency.

Phonological Awareness	Phonics	Fluency	Vocabulary	Comprehension
Interventions: Lexia (Core5), i-Ready, Phonics for Reading, FCRR, Scholastic Reading Kits, Heggerty, Orton Gillingham, SIPPS	**Interventions:** Corrective Reading(SRA), Lexia (Core 5), Heggerty, i-Ready, Phonics for Reading, FCRR, Scholastic Reading Kits, Orton Gillingham, SIPPS	**Interventions:** Corrective Reading(SRA), Lexia (Core 5), Reading Horizons Phonics for Reading, STARI, FCRR, Scholastic Reading Kits, Orton Gillingham, SIPPS	**Interventions:** Lexia (Core 5), Lexia Power Up, FCRR, Scholastic Reading Kits, i-Ready, Edgenuity My Path, Reading Horizons, Orton Gillingham, SIPPS	**Possible Interventions:** Corrective Reading (SRA), Lexia (Core 5), Lexia Power Up, Phonics for Reading, STARI, FCRR, Scholastic Reading Kits, i-Ready, Edgenuity My Path, Orton Gillingham, Reading Horizons
Progress Monitoring: Easy CBM; DIBELS, DAR, NWEA Skills Checklist; NWEA Reading Fluency, MyView/MyFocus, Read 180	**Progress Monitoring:** Easy CBM; DIBELS, NWEA Skills Checklist; NWEA Reading Fluency, DAR, MyView/MyFocus, Read 180	**Progress Monitoring:** Easy CBM, DAR, DIBELS, NWEA Reading Fluency, MyView/MyFocus, Read 180	**Progress Monitoring:** Easy CBM; DAR, DIBELS, MyView/MyFocus, Read 180	**Progress Monitoring:** Easy CBM; DAR, DIBELS, MyView/MyFocus, Read 180

Attachment E

Student Progression Plan

Charter Schools USA

2023-2024

Student Progression Plan

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INTRODUCTION

The purpose of the Student Progression Plan is to inform parents, students, and other stakeholders regarding the comprehensive plan for student progression from one grade to another towards graduation. The plan will include criteria for promotion and retention, entry and attendance regulations, and other components relevant to the appropriate progression of the student population. References and language in this document will be continuously updated to align with statutory and legislative changes made by the Florida Department of Education.

ATTENDANCE AND ABSENTEEISM[1]

In accordance with Florida Statute 1003.24, school attendance is the direct responsibility of the parent(s) and child(ren). Each parent or legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. Except as provided in Florida Statute and State Board of Education Rule 6A-1.09513, all students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility.

Attendance Policy and Procedures

The School's handbook outlines the attendance procedures, which align to the following requirements:

- Parent(s) should notify the school promptly to report any absences by submitting a written note or by telephone call. The date(s) of the absence and reason should be provided. When the child returns to school, a written note is required in order for the absence to be considered excused, as long as it meets one of the listed requirements below.
- School officials may require medical verification of absences. It is the responsibility of the student to make-up work missed because of absences.

Excused Absences

The following situations/reasons qualify as excused absences:

- Student illness (if a student is continually sick and repeatedly absent from school, he/she must be under the supervision of a physician in order to receive an excuse from attendance);
- Medical appointment;
- An excused absence as defined by State Board of Education Rule 6A- 1.09515 to implement Florida Statute 1003.21(2)(b)2;
- Death in the family;
- Observance of a religious holiday or service
- Subpoena by a law enforcement agency or mandatory court appearance;
- Suspensions;
- Field trips which are authorized by the principal; and/or
- Other individual student absences beyond the control of the parent or student (as determined and approved by the principal/designee).

[1] Formal attendance will be taken daily for all students.

Unexcused Absences

An unexcused absence is any absence that does not fall into one (1) of the above excused absence categories.

Make-Up Work

For excused absences, the student will be afforded the opportunity to make-up work without academic penalty.

Reporting Attendance Cases

When a student has accumulated at least 3 unexcused absences, or absences for which the reasons are unknown, within a calendar month or 15 unexcused absences or absences for which the reasons are unknown, within 90 calendar days, the case must be reported to administration or the student services coordinator. A meeting must then be convened to determine if a pattern of non- attendance is developing or exists. If deemed appropriate, interventions may be developed to support this student, which may include: frequent communication between school and family; mentoring; counseling; evaluation for alternative education program; attendance contracts; agency referral(s); or Truancy Petition. The School will adhere to all statutory requirements regarding a Truancy Petition.

Habitual Truants

Each public-school principal or the principal's designee shall notify the district school board of each minor student under its jurisdiction who accumulates 15 unexcused absences in a period of 90 calendar days. The district school superintendent must provide the Department of Highway Safety and Motor Vehicles the legal name, sex, date of birth, and social security number of each minor student who has been reported under this paragraph and who fails to otherwise satisfy the requirements of s. 322.091. The Department of Highway Safety and Motor Vehicles may not issue a driver's license or learner's driver's license to, and shall suspend any previously issued driver's license or learner's driver's license of, any such minor student, pursuant to the provisions of s. 322.091.

Students with Active Section 504 Accommodation Plans

When a student with an active 504 Accommodation Plan has excessive absences, the Multi-Disciplinary Team must meet to determine if the absences are caused by the disability of record. If the Multi-Disciplinary Team determines that the absences are caused by the student's disability, the student's placement must be reevaluated for appropriateness. [Section 504 of the Rehabilitation Act of 1973, 34 C.F.R. Part 104] The Section 504 Accommodation Plan must address any additional accommodations, strategies, and/or interventions needed to ensure that the student has an equal opportunity to demonstrate course mastery.

Exceptional Student Education (ESE)

In the case of an ESE-eligible student with excessive absences, an IEP Team meeting must be conducted to determine whether or not the absences are related to the student's disability. Attendance data shall be reviewed and used as one (1) indicator of a student's access to instruction. Refer to State Board of Education Rule 6A-6.0331(1)(c), and the *Exceptional Student Education Policies and Procedures (SP&P)*.

If the IEP Team determines that the excessive absences are related to the student's disability, the IEP Team must take appropriate action, which may include waiver of the attendance guidelines in determining grades, as well as a change of placement. To the maximum extent possible, the student will be educated in the least restrictive environment.

If the IEP Team determines that the student's excessive absences are not related to the student's disability, the student is treated the same as a General Education student.

Hospital/Homebound Services

If a student is confined to home or a hospital, but is able to participate in and benefit from an instructional program, the student may be eligible for Hospital/Homebound Services provided in collaboration with the LEA. Complete information regarding the criteria for a Hospital/Homebound Program can be found in State Board of Education Rule 6A-6.03020 and State Board of Education Rule 6A-6.03411.

Tardiness

A student is considered tardy if they are absent at the time attendance is taken provided the student is in attendance before the close of the day. A tardy will either be excused or unexcused. Acceptable documentation to excuse a tardy is the same as those for excused absences. Every 3rd unexcused tardy will convert to an unexcused absence and can be used to meet the criteria to file a truancy petition in circuit court. This does not apply for reporting for Full-Time Equivalent Enrollment (FTE) purposes. Complete information regarding tardiness can be found in Florida Statutes 1003.02(b) and 1003.26.

Early Pick-Up

Students in grades K – 5 who are picked up from school prior to the end of the day will be marked as tardy for the day. A tardy will either be excused or unexcused. The tardy will be excused if the parent provides written documentation that the need to leave school early was for the same reasons that an absence from school would be excused. The parent's notation in the school's early pick-up log may suffice as meeting the requirement to provide written documentation if the notation is sufficient. Every 3rd unexcused tardy will convert to an unexcused absence and can be used to meet the criteria to file a truancy petition in circuit court.

For all students in grades K-8, once the student has accumulated an excused tardy 3 times or absences due to leaving school early for medical/dental reasons within a semester, the parent may be asked to provide documentation from a physician that the student had a medical/dental appointment for subsequent class absences or tardies to be excused. Complete information regarding early pick-up can be found in Florida Statutes 1003.02(b) and 1003.26.

The school principal or designee may approve an early pick-up or release beyond these limits after taking into consideration the reason as well as the student's attendance history, both daily and by period, and the number of early releases.

ENTRY REQUIREMENTS

Initial School Entry

In accordance with Florida Statute 1003.21, it is the responsibility of the parent(s) of students entering the School for the first time to present evidence of the child's age at the time of registration. Entering kindergarten students must attain the age of five (5) years on or before September 1 of the school year for which entry is sought.

Before admitting a child to kindergarten, the principal shall require evidence that the child has attained the age at which he/she should be admitted. The principal may require evidence of the age of any child whom he/she believes to be within the limits of compulsory attendance as provided for by law. If the first prescribed evidence is not available, the next evidence obtainable in the order set forth below shall be accepted:

- A duly attested transcript of the child's birth record filed according to law with a public officer charged with the duty of recording births;
- A duly attested transcript of a Certificate of Baptism showing the date of birth and place of baptism of the child, accompanied by an affidavit sworn to by the parent(s);
- An insurance policy on the child's life that has been in force for at least two (2) years;
- A bonafide contemporary religious record of the child's birth accompanied by an affidavit sworn to by the parent;
- A passport or Certificate of Arrival in the United States showing the age of the child;
- A transcript of record of age shown in the child's school record of at least (four) 4 years prior to application, stating the date of birth;
- If none of these evidences can be produced, an Affidavit of Age sworn to by the parent, accompanied by a Certificate of Age signed by a public health officer or by a public-school physician, or, if these are not available in the country, by a licensed practicing physician designated by the district school board, which states that the health officer of physician had examined the child and believes that the age as stated in the affidavit is substantially correct.

To register a student, the following types of documents are required[2]:

- Two proofs of residence (copy of legal guardian's photo ID, copy of a utilities bill, copy of lease agreement, etc.)
- Copy of birth certificate
- Proof of immunization
- Proof of physical exam (Within the last 12 months)
- Proof of guardianship (If student is not living with parents)
- Request for Transcripts/Cumulative Folder
- Parent Contract
- Internet Use and Promotion Form
- Dress Code Agreement
- Photograph and Video Release Permission Form
- Parent Volunteer Agreement
- Home Language Survey
- Special programs information (Copy of IEP, 504, or EP, if applicable.)
- Contact and Emergency Information Card
- Copy of most recent Report Card (If applicable)
- Copy of any Standardized Testing (If applicable)
- ESOL/ELL or Literacy Folder (If applicable)

[2] Additional documents and information may need to be presented at the time of registration.

According to Florida Statute 1003.01(12) and State Board of Education Rule 6A-6.03411(1)(s), students who are without a fixed, regular, and adequate nighttime residence, are considered as children and youths who are experiencing homelessness. Pursuant to the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 (Section 725) 42 U.S.C.A. §11432(g)(3)(A)-(C), these children are to be enrolled immediately in the school that meets the best interest of the student. Arrangements are to be made for immunizations, transportation, and all other school services. Appropriate student school and grade level placement, as well as completion of required immunizations and physical examination, shall occur within thirty school days of enrollment. Refer to Florida Statute 1003.21(1)(f) for procedures relating to the enrollment of these students.

Exceptional Student Education (ESE) Students

An ESE student, who has a current Individual Education Plan/Education Plan (IEP/EP), as well as evaluation data necessary to determine that the student meets Florida's eligibility criteria for special programs, will be placed immediately in the appropriate educational program(s) without temporary assignment. The receiving school must review the current IEP/EP and may revise the document as necessary, following appropriate procedures.

Health Requirements – Physical Examination and Immunization Requirements

All pre-K, kindergarten, and new students seeking entrance into a public school are required by Florida Statute 1003.22 to present, at the time of entry, a valid health examination documented on State of Florida *School Entry Health Exam Form* (DH 3040) performed within one (1) year prior to enrollment. [State Board of Education Rule 6A-1.0985]

Physical Examination Requirements

STUDENTS	PHYSICAL EXAMINATION
All students	School Health Entry Exam on Form DH 3040 required for pre-K, kindergarten and 7th grade.
All transfer students within the State of Florida (including private schools)	Review of School Health Entry Exam on Form DH 3040 (original or copy) for at least kindergarten and/or 7th grade documentation.
All transfer students from another state or country	School Health Entry Exam Form DH 3040 (original or copy) required for all grades. Physicals presented on forms from another state are acceptable, if they include all components covered on Form DH 3040 and have the physician's signature and office stamp. Physicals must have been performed within one (1) year of enrollment, unless exempt based on a written request for religious reasons.

Immunization Requirements

All pre-K, kindergarten, and new students seeking entrance into a public school are required by Florida Statute 1003.22 to present, at the time of entry, a valid *Florida Certificate of Immunization Form* (DH 680). In accordance with State Board of Education Rule 6A-1.0985 and Fla. Admin. Code 64D-3.046, students will not be admitted into class without proof of immunization with the physician's signature and office stamp, absent a lawful exception. If a hardship exists for parent(s) of transferring students, according to statute, it is permissible to allow thirty (30) school days for the transfer of records.

NOTE: Homeless students without immunization and physical exam documentation must be enrolled and receive a thirty (30) school day exemption.

Kindergarten and First Grade Entry Requirements

Kindergarten

In accordance with Florida Statute 1003.21(1)(a)2, entering kindergarten students must attain the age of five (5) years on or before September 1 of the school year for which entry is sought.

First Grade

In accordance with Florida Statute 1003.21(1)(b), students entering first grade must attain the age of six (6) years on or before September 1 of the school year for which entry is sought.

Students who have been enrolled in a public kindergarten must progress according to the CSUSA Student Progression Plan. Students transferring from nonpublic kindergartens:

1. Must attain the age of 6 on or before September 1 of the school year for which entry is sought; and
2. Must have written verification of satisfactory completion of kindergarten requirements from the nonpublic school.

Students who meet the age requirement above may be administered kindergarten promotion assessments upon parent request. The assessment results may be used as criteria for first grade enrollment based on promotion charts within this document, as long as the student also meets the age requirement above. All other students who have not been promoted from kindergarten to first grade will be automatically enrolled into kindergarten.

General Student Transfer Information

A student who transfers to a Charter Schools USA school with documentation of completed coursework from a state or regionally accredited public or private school or institution is awarded equivalent credits. Grades earned and offered for acceptance shall be accepted at face value subject to validation. In accordance with State Board of Education Rule 6A-1.09941, if the student does not possess an official transcript or is a Home Education student, successful completion of courses shall be validated through performance during the first grading period. The principal makes appropriate placement decisions based on the academic performance (or age in accordance with Florida Statute), previous work or portfolios, interview with the student and parent, and other information deemed necessary to make the decision.

Kindergarten and First Grade Transfer Students

Dates for the legal public school minimum entry age by State and territory (provided by the Florida Department of Education) should be used in accepting kindergarten and first grade transfer students according to State Board of Education Rule 6A-1.0985. The following section addresses procedures relating to the acceptance of transfer work and credit for students, as specified in 6A-1.09941.