



Coral Springs High School

Schoolwide Literacy Plan 2026-2027

Dwayne K. Dixon, Principal

Patricia Bolinger, Assistant Principal

Goals:

- 1. CSHS will initiate purposeful opportunities for students to read , interact and respond to grade level text.**
- 2. CSHS will produce independent learners and thinkers through effective use of the gradual release of responsibility teaching model.**
- 3. CSHS will utilize multiple sources of data to inform instruction, differentiation and intervention.**

Standards:

ELA. K.12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA. K.12.EE.1.1 Cite evidence to explain and justify reasoning.

ELA.K.12. C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

ELA.910. V.1.3 Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

Leveraging Core ELA instruction

To improve teaching and learning by providing high-quality explicit instruction, the literacy departments will follow the curriculum pathways provided by the district to promote targeted individual classroom instruction. Teachers will rely on the gradual release of responsibility model as their mode of instruction. Furthermore, within the school's Professional Learning Communities (PLCs), English and Reading teachers will analyze HMH's NWEA Map Growth assessments and HMH's Read 180/The Code assessments to realign instructional delivery for targeted standards. Currently, all HMH NWEA MAP Growth assessments will be administered three times a year on a digital platform in coordination with the district provided assessment

windows. Additionally, CFA's will be given biweekly and discussed within PLC meetings. The ELA teacher's analysis of the data will result in reinforcement of learning opportunities through small group instruction during the instructional day, and enrichment.

Data Informed Decisions

Reading is a continued area of focus for improving student achievement. A strategic plan to impact literacy performance by developing student's ability to read and comprehend complex literary and informational texts independently and proficiently is a state and school goal. As such, we utilized the data from the Spring Florida Assessment of Student Thinking to determine our literacy goals for the 2026-2027 school year.

FAST (Florida Assessment for Student Thinking)

According to our 9th and 10th grade FAST data 61% of our 9th students exemplified reading proficiency therefore, considering the B.E.S.T. standards and FAST examination, **our proficiency goal for the incoming 9th and 10th grade students is to have 64% of our students meet reading proficiency by the April/May 2026 FAST PM3.**

Grade 10 FAST ELA Reading	FAST PM3	10	PM3 2025-26	448	251	<table><tr><th>Percent</th><td>13%</td><td>21%</td><td>28%</td><td>21%</td><td>16%</td></tr><tr><th>Count</th><td>59</td><td>96</td><td>127</td><td>94</td><td>72</td></tr></table>	Percent	13%	21%	28%	21%	16%	Count	59	96	127	94	72
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Grade 9 FAST ELA Reading	FAST PM3	9	PM3 2025-26	450	242	<table><tr><th>Percent</th><td>16%</td><td>28%</td><td>24%</td><td>23%</td><td>9%</td></tr><tr><th>Count</th><td>70</td><td>126</td><td>109</td><td>104</td><td>41</td></tr></table>	Percent	16%	28%	24%	23%	9%	Count	70	126	109	104	41
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The data also informs us that the category with the least amount of growth was Reading Prose and Poetry, necessitating a greater emphasis on exposing students to poetry.

ESOL

ENGLISH LANGUAGE LEARNERS: Proficiency

Schoolwide

Grade 9		Grade 10	
	%		%
2025	31%	2025	18%
2026	22%	2026	43%

The assessment data indicates a striking similarity between ELL students who increased and those that had no change. As a result, it is fair to presume students' response to instruction is seemingly poor.

ESOL Coordinator	iLit District Curriculum	ELlevation
• Provide student data • Curriculum support and resources	• Digital curriculum • Various supplemental district resources available • Trainings in LAB for all instructors	• Learning platform that helps teachers differentiate instruction for ELL's • Student facing programs: Teach academic language • Showcases student profile (WIDA descriptors, DEUSS date, ACCESS scores)

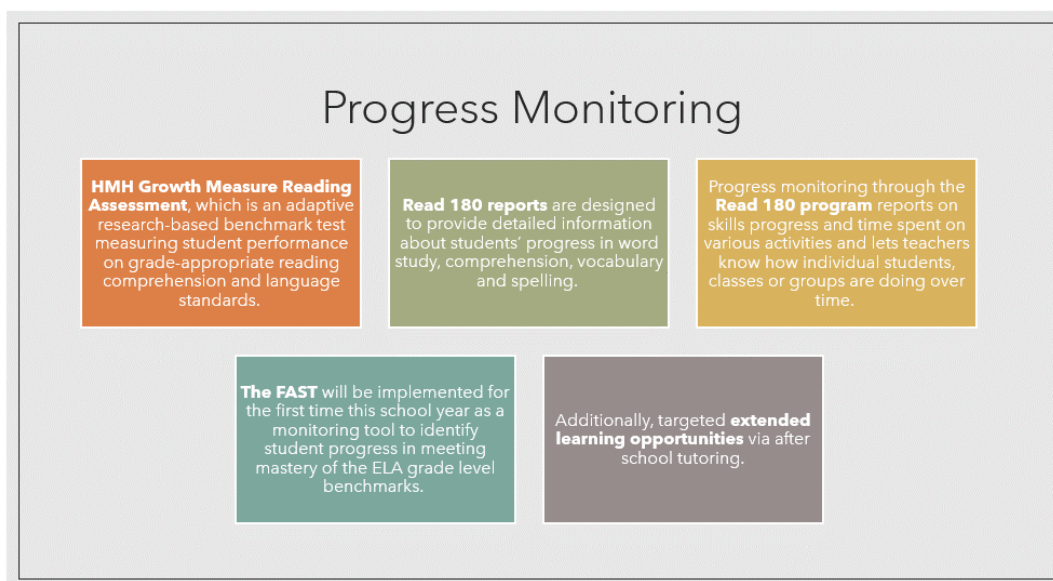
Progress Monitoring

HMH and FAST assessments will be administered 3x a year in English and Reading courses. The curriculum, instruction, and assessment data must be compiled and reviewed by the literacy coach. CFA's (HMH selection tests) are given biweekly and analyzed. Using the District C.A.R.E (Curriculum, Assessment, Remediation, Enrichment) Cycle as the guideline, the data collected is used to:

Remediate: Peer tutoring, Remediation, student data chats, reteaching, additional practice, supplementary instruction, push ins/ pull outs.

Enrich: Student-mentor roles, project-based learning, extension activities, instructional technology such as NewsELA, Nearpod, and CPALMS.

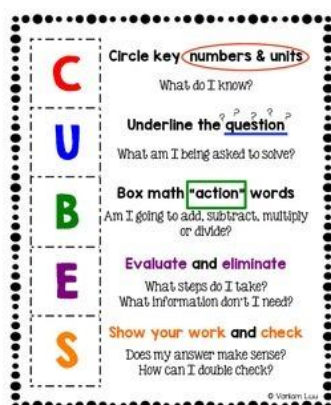
Students are placed in an intervention in accordance with the district's intensive reading decision tree chart and use the adopted curriculum. The core curriculum provides modeled reading and writing, shared reading and writing, guided reading and writing, independent reading, and writing. Into Literature boasts a host of scaffolding and differentiation tools (level up tutorials, text sketch, etc.) Additionally, both in school and after school tutoring and pullouts seek to accommodate students in need of additional support.



Interdisciplinary Focus

To support our current literacy initiatives, we are committed to taking an interdisciplinary approach to literacy strategies. According to last year's data, more than 50% of our students are at/near proficiency with reading informational text and vocabulary. Therefore, within each of our content areas, we have decided to focus on specific reading processes and implementation of intentional written language strategies. We will adopt the gradual release of responsibility model as our preferred mode of instruction. Also, we will ensure students engage with meaningful text daily through purposeful warm-up activities.

1. **Math** – Focus on understanding word problems (as it applies to the math curriculum), reasoning, and evaluating the meaning of each word and symbol using C.U.B.E.S strategy.



2. **Science** – Focus on reading to understand scientific information and how to explain it using various forms of representations (interpret and transform information from diagrams, photos, equations, etc.).
3. **Social Studies** – Focus on synthesizing and analyzing multiple perspectives and interpretations of history and historical documents and claims.
4. **Language Arts/Reading** – Focus on learning the language of literacy interpretation, seeing patterns within and across texts and contexts, and helping students improve their overall Reading/English language achievement level.
5. **ALL Content Areas** – As part of our School-Wide Literacy Plan, all teachers, in all content areas will make the following a part of their daily instructional practices:
 - Ensure that you are relying on the gradual release of responsibility model as your method of instruction.

- Ensure that students are applying pre, during and post reading strategies (see graphic below)
- Ensure that students are completing purposeful do now/ warm up activities that require them to interact with authentic text, respond to an extended response question prompt, and format response using R.A.C.E.S (see below)
- Ensure that students are providing the opportunity to interact with meaningful text
- Implement our “Literacy Lift” as described (see below)

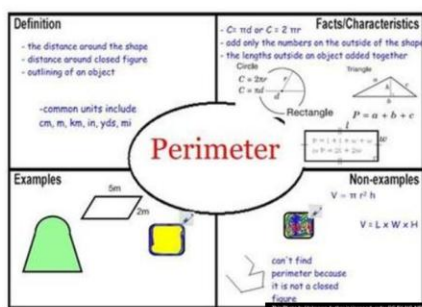
Literacy Lift

Supporting and embracing literacy in every classroom the Colt Country way #ColtsUnited



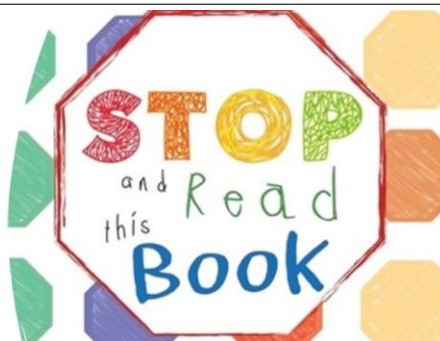
Frayer Model-
1st 9 weeks

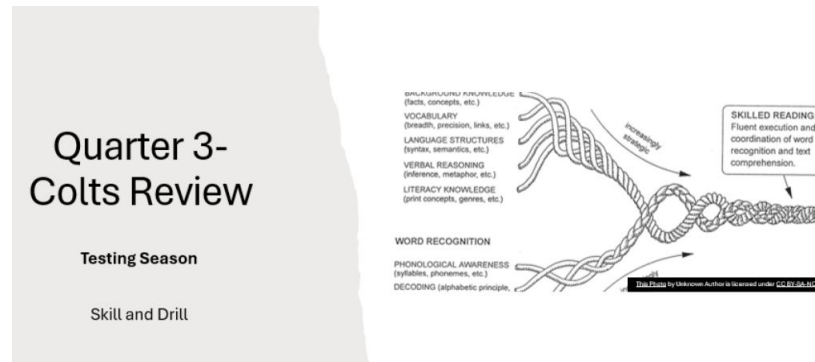
Skill:
Vocabulary



2nd quarter

- Stop- Drop-Read
- Skill: Fluency





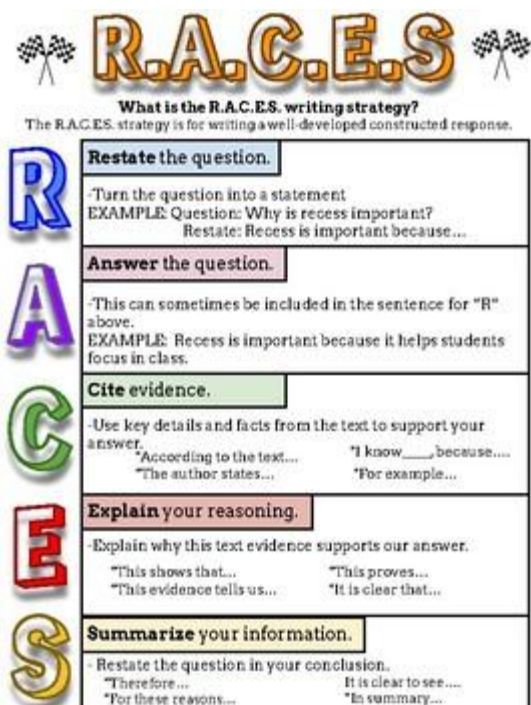
Quarter 4- building rigor

- Building Rigorous Questions for Classroom Discussions and deeper thought.



Reading & Writing Strategy RACE (RESTATE, ANSWER, CITE, EXPLAIN)

Every Student will respond to writing prompts in every class using the R.A.C.E.S format. The R.A.C.E.S format will be taught in Reading and English/Language Arts Classes. Students will be expected to implement this writing strategy in all content areas.



R.A.C.E.S.

What is the R.A.C.E.S. writing strategy?
The R.A.C.E.S. strategy is for writing a well-developed constructed response.

R	Restate the question. -Turn the question into a statement EXAMPLE: Question: Why is recess important? Restate: Recess is important because...
A	Answer the question. -This can sometimes be included in the sentence for "R" above. EXAMPLE: Recess is important because it helps students focus in class.
C	Cite evidence. -Use key details and facts from the text to support your answer. *According to the text... *I know____, because.... *The author states... *For example...
E	Explain your reasoning. -Explain why this text evidence supports our answer. *This shows that... *This proves... *This evidence tells us... *It is clear that...
S	Summarize your information. -Restate the question in your conclusion. *Therefore... It is clear to see.... *For these reasons... *In summary...

- Consistent implementation of processes and practices as outlined on the CSHS "This is how we do it" Literacy Poster (see below)



Literacy Support Team

K-12 Comprehensive Reading Plan – Literacy Leadership Team/CPS Team			
Name of School	Coral Springs High School		
Principal's Name	Dwayne Dixon		
Action Steps	Collaborators	Title	Timeline
Teachers will implement consistent Gradual Release Model ("I Do, We Do, You Do")	Patricia Bolinger Kamea Tisdale	AP	August 2026 and ongoing

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Do, & You Do") best practices that target students' needs. Literacy coach will provide professional development that will assist teachers with Gradual Release Model and grouping and center rotations.	Michelle Dulcio Felice Tzabery	Literacy Coach Department Chair(s)	
Teachers will utilize B.E.S.T writing standards and grade level specific rubrics and model the writing process.	Patricia Bolinger Kamea Tisdale Michelle Dulcio Felice Tzabery	AP Literacy Coach Department Chair(s)	August 2026 and ongoing
Reference K-12 reading plan to use evidence-based instructional and supplemental materials with significant effect on improving student achievement.	Patricia Bolinger Brittany Smith Sara Tribaudino Cassandra Brice	AP Literacy Coach ESE Specialist ESOL Coordinator	August 2026 and ongoing
Ensure that all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based (I Do, We Do & You Do).	Patricia Bolinger Kamea Tisdale Sara Tribaudino Cassandra Brice	AP Literacy Coach ESE Specialist ESOL Coordinator	August 2026 and ongoing
Progress Monitor students receiving targeted and supplemental (Tier 2) and intensive reading interventions (Tier 3). (NWEA MAP Growth assessment, FAST PM2)	Patricia Bolinger Kamea Tisdale Sara Tribaudino Cassandra Brice	AP Literacy Coach ESE Specialist ESOL Coordinator	August 2026, December 2026
Engage in data chats using reading assessments listed on plan.	Patricia Bolinger Kamea Tisdale Michelle Dulcio Felice Tzabery	AP Literacy Coach Department Chair(s)	September 2026 and ongoing
Teachers will implement small group instruction that is based on best practices that explicitly targets the Language Comprehension of Scarborough's Rope and based on formal and informal assessments (Background Knowledge, Vocabulary, Language Structure,	Patricia Bolinger Kamea Tisdale Michelle Dulcio Felice Tzabery	AP Literacy Coach Department Chair(s)	August 2026 and ongoing

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Verbal Reasoning and Literacy Knowledge)			
Ensure literacy instruction is incorporated into content areas to build text discussions to deepen understandings by utilizing the Gradual Release Model and center rotations.	Dwayne Dixon Patricia Bolinger Darius Saunders Beth Winterholler Keith Roberson Brittany Smith ELA: Michelle Dulcio and Felize Tzabery Science: Jennifer Scivetti Social Studies: Michael Williams Andrae Murphy Math: Veronica Conrad Joanna Wyche	Principal AP AP AP AP AP Literacy Coach Literacy Department Chairs	September 2026 and ongoing
Provide and Monitor Differentiated Professional Development opportunities for teachers including Professional Learning Communities and reading instruction.	Dona Maggio Patricia Bolinger	PLC Coordinator AP	September 2026 and ongoing