

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

Contact Information

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

District Contact: Lea Mitchell **Contact**

Email: lmitchel@pasco.k12.fl.us

Contact Telephone: 813-794-2256

District-Level Leadership

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

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

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Performance Goals							
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	53	54	56	56	56	59	61

	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
Growth (Learning Gains) Goals							
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	49	51	53	53	52	55	57

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

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	17	15	17	13	17	13	11
White/Hispanic	9	7	10	6	10	6	5
Economically Disadvantaged/Non-Economically Disadvantaged	28	23	26	20	27	19	18
Students with Disabilities/Students without Disabilities	41	40	40	36	40	32	27
English Language Learners/ Non-English Language Learners	31	35	32	32	31	26	21

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

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

The district goals for Pasco County Schools are to ensure student learning experiences match the rigor of the standards, increase systems to support students, and maximize staff and student engagement. District supports and prioritized school actions are reflective of the data available throughout the system, including student performance on state/district assessments, walkthrough results utilizing the Instructional Practice Guide (IPG), Comprehensive Needs Assessments (CNA) completed by each school team, and school site visits conducted by district leaders. These data directly inform the curricular resources developed to ensure delivery of high impact instruction and increased student achievement and focus professional development efforts on specific core actions and Multi-Tiered Systems of Support (MTSS).

Professional Development is carefully designed to build the knowledge necessary in all leaders and teachers to engage in planning, delivering, and reflecting on instruction focused on the Florida Standards. The professional learning opportunities build the capacity of leaders and teachers to advance practices of shared decision-making and collective commitments around the unifying vision of instructional excellence in literacy. Professional development for PLC facilitators supports teacher leaders in unpacking a unit of instruction through the four PLC Guiding Questions. Professional development supports facilitators in understanding the connection between curriculum materials, planning for rigorous instruction, and student achievement. Facilitators take the learning from the workshop back to their school sites and build capacity with teachers on their teams.

Learning Design Coaches support student achievement in reading across content areas by modeling best instructional practices, providing professional development on the instructional shifts and their connection to district priorities, and by engaging in coaching cycles with individuals or small groups in PLCs. Coaches also collect and monitor qualitative and quantitative student achievement data at the building level and support teachers and PLCs in data analysis to plan forward for instruction, intervention, and enrichment.

Subscriptions to SchoolPace and Achieve3000 support the district's goal around data-driven decisions informing instruction. The subscription to SchoolPace provides a digital monitoring system in order for schools and district specialists to track student reading growth to provide tiers of support and plan for high impact instruction. SchoolPace provides real-time information about student reading gains as teachers conference with students on a daily basis during independent reading. Teacher teams analyze SchoolPace data each month as a PLC to identify students who aren't making monthly growth gains and to plan for Tier II instruction for these students. SchoolPace enables teachers to see reading performance trajectories for students from past years and plan forward to continue or accelerate their current trajectory.

Achieve3000 provides students with access to grade level and scaffolded texts written at the student's grade level. The program gives students extra time and practice with high quality texts and allows students and teachers to track their growth. Achieve3000 also adjusts the texts provided to the student based on his/her performance to continue to push the student towards increased growth. Along with texts and assessments, the program includes lesson plans and resources for rigorous instruction.

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

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

The following people will be responsible for collecting and reviewing student progress monitoring data:

- *Assistant Superintendents
- *Director, Office for Leading and Learning
- *Assistant Director, Office for Leading and Learning
- *Senior Supervisors in the Office for Leading and Learning
- *Supervisor of Learning Design, Office for Leading and Learning
- *Senior Supervisors in the Office for Student Support Programs and Services
- *Elementary and Secondary Senior Instructional Specialists for ELA and Literacy
- *Elementary and Secondary ELA Specialists, for select schools
- *MTSS Specialists

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

The district uses ELA assessments to determine the effectiveness of standards-based instruction. The assessments are used to measure and monitor mastery of grade level standards taught during each quarter. Based on these data, additional supports are provided to help reteach and give additional scaffolding when students struggle with reading grade-level texts independently and proficiently.

Performance on ELA assessments are analyzed to determine student need for increased support when writing over short and extended time frames to demonstrate learning. Data is collected in all schools quarterly K-10, select 11-12, and every three weeks at priority schools for grades 2 through 10.

Additionally, data will be analyzed to determine the proficiency of at-risk students. This information will be used determine optimal ways to build out systems of student supports (Tier 2 and Tier 3). In addition, the district data analysis will allow us to monitor the performance of the lowest performing groups (lowest 35%) in order to guarantee progress for struggling students.

All schools have the Independent Reading Level Assessment (IRLA) to screen and monitor students' progress toward reading grade level text independently and proficiently. IRLA is an assessment used to monitor reading growth as students are learning, so teachers can make real-time instructional decisions to increase student achievement. Progress monitoring data are collected weekly, monthly, and quarterly for all students in kindergarten through grade 5 and for students scoring a Level 1 or 2 on the FSA in ELA for grades 6-12. District level specialists receive weekly reports by school to monitor percent of students on-target in reading by grade level, as well as, current student growth for our 6-12 students. ELA specialists also collect and monitor monthly growth data by grade level for each school. IRLA is used to determine reading growth and the rate at which students

are progressing towards mastery of grade level standards. In K-5, the monthly expectation is for all students to make a minimum of .10 point gains, which equates to one month's growth; students in grades 6-12 are expected to make a minimum of .20 point gains per month to reflect catch up growth in order to close gaps in reading achievement. Each quarter the district leadership team analyzes on-target, growth, and conferencing data for each school to plan for additional professional development and school supports.

In grades 9-12, data from Achieve3000 are collected monthly and quarterly to monitor students' progress toward reading grade-level texts. This provides teachers with formative assessment data needed to plan for instruction that will provide all students the skills needed to read and comprehend grade level texts independently and proficiently while also writing routinely for a range of discipline-specific tasks, purposes, and audiences.

All K-12 Pasco County Schools utilize Marzano's Instructional Framework to assist in preparing and planning for instruction that meets the needs of our diverse learners. Through this process, teachers provide opportunities for multiple means of representation, and multiple means of expression and engagement (UDL). During the delivery of instruction, teachers ensure accessibility to curriculum through classroom design. Through our K-12 district walk-throughs utilizing the Instructional Practice Guide (IPG) from Achieve the Core, we collect data to ensure that all schools are moving toward achieving our district goals. We also monitor the desired effects and learning outcomes through artifacts, lesson plans, and observation data to ensure a viable curriculum and rigorous learning environment.

Professional Learning Communities (PLCs) in grades K-12 plan standards-based units of instruction in all schools. PLC Facilitators guide their teams through backward planning, first determining what all students will learn, how teachers will know if and when students have learned, and how to respond when students who need intervention or extension activities. Ongoing problem-solving and formative assessment data analysis is required of teachers as they design learning experiences within a multi-tiered systems of support. MTSS specialists collect and monitor PLC artifacts throughout the year and provide supports to PLCs and school leadership and intervention teams based on quarterly data. Schools also engage in analyzing school-wide data to monitor behaviors and progress of the School Leadership Team, School Intervention Team, and PLCs as identified in the School Success Plan.

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

Student progress monitoring data will be collected every three weeks at priority schools through the Office of Leading and Learning (OLL) and the Office of Accountability Research and Measurement (ARM). OLL collects and analyzes student achievement data with the district Superintendent, Deputy Superintendent, Assistant Superintendents, Department Directors, and the Senior Leadership Team on a quarterly basis. In addition, the data is also shared with all district staff. Reports are also shared with schools in order to identify strengths and areas of challenge, as well as, intervention resources for schools to utilize when responding to students' needs.

Independent Reading Level Assessment (IRLA) and Achieve3000 data will be collected on a monthly and quarterly basis to monitor reading growth. IRLA is used to progress monitor student growth in grades K-5 and in grades 6-12 for students scoring a Reading Achievement Level of 1 or 2. In grades 9-12, data from Achieve3000 are collected monthly and quarterly to monitor students' progress toward reading grade-level texts.

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

In the Office for Leading and Learning (OLL), Senior Instructional Specialists for ELA and Senior Supervisors are responsible for ensuring students who are not progressing towards district goals are receiving appropriate interventions. OLL collaborates with the Office for Student Support Programs and Services (OSSPS) in order to ensure the fidelity of students not progressing towards district goals receiving appropriate interventions. School-based leaders work within a Multi-Tiered System of Support (MTSS) framework to provide a tiered system of support for all students in academics, behaviors, and attendance. School Leadership Teams, School Intervention Teams, and School PLC Facilitators attend quarterly professional development in regard to MTSS structures within their schools. The Assistant Superintendents monitor school and student data on a consistent basis to ensure that all students receive appropriate intervention or extension opportunities during instruction. The Assistant Superintendent of Priority Schools holds monthly meetings with principals at elementary schools identified as a Lowest 300 school to analyze data and make plans for increased support for identified students.

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

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

District leaders, including assistant superintendents, directors, supervisors, program coordinators, and specialists from the Office for Leading and Learning and the Office for Student Support Programs and Services conduct annual walkthroughs at all schools in a random sampling of classrooms. The teams use the Instructional Practice Guide (IPG) from Achieve the Core to measure alignment to grade-level Florida standards during classroom instruction. The IPG tool supports district staff in monitoring three core actions aligned to the instructional shifts: classroom lessons are focused on high-quality, complex texts; questions and tasks are text-specific and accurately address the analytical thinking required by the grade-level standards; and all students have the opportunity to engage in the work of the lesson.

The District ELA Specialists have created robust curriculum resources aligned to grade-level standards to assist teachers with planning and delivering high impact instruction. Focus standards are identified in each unit associated with the complex text provided by Pearson ReadyGEN (elementary) and HMH Collections (secondary), our district-adopted core resources for ELA. Curriculum maps, scope and sequence documents, and additional resources to support standards-aligned instruction are available to all teachers on the CANVAS, the district Learning

Management System (LMS). Teachers are provided with multiple professional learning opportunities for utilizing the core and district-created supplemental resources.

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

District leaders, including assistant superintendents, directors, supervisors, program coordinators, and specialists from the Office for Leading and Learning and the Office for Student Support Programs and Services conduct annual walkthroughs at all schools in a random sampling of classrooms. The teams use the Instructional Practice Guide (IPG) from Achieve the Core to measure alignment to grade-level Florida standards during classroom instruction. The IPG tool supports district staff in monitoring three core actions aligned to the instructional shifts: classroom lessons are focused on high-quality, complex texts; questions and tasks are text-specific and accurately address the analytical thinking required by the grade-level standards; and all students have the opportunity to engage in the work of the lesson.

ELA Specialists in OLL have created district curriculum documents to support teachers in ensuring classroom instruction is aligned to grade-level Florida Standards. Teachers have access to a district-created Literacy Framework, which identifies and describes the key elements of a strong integrated literacy program. These key elements include evidence-based writing, volume of text, fluency, systematic phonics, vocabulary development, and students building knowledge around a topic. Further, the Literacy Framework describes the structure and strategies teachers should use in their English Language Arts Instruction, including an interactive read-aloud, foundational skills lessons, comprehension lessons focused on high-quality complex texts, differentiation, independent reading and conferencing, writing from sources, and structured interventions.

Pasco County Schools belongs to a consortium of Florida School Districts, the Pilot Florida Implementation Network (PFIN) through The New Teacher Project (TNTP) to seek feedback on district curricular resources, alignment to the rigor of the Florida Standards, and implementation of adopted resources. District ELA specialists and Senior Supervisors in the Office for Leading and Learning also participate in classroom walkthroughs with PFIN to calibrate use of the Instructional Practice Guide and bring the learning back to Pasco County Schools. In addition, teachers attending district ELA professional development with these organizations will be required to submit student products to analyze and reflect upon the rigor of their instruction. The goal of this work with other districts is to ensure consistency in rigorous instruction aligned to grade-level Florida Standards.

School and district data are collected, analyzed, and acted upon at least quarterly. Cross-department teams work with the Accountability, Research, and Measurement department to access relevant data through myProgress (the student data management platform), including district-designed quarterly check results for ELA, IRLA and Achieve3000 performance in reading, walkthrough results using the IPG, and PLC artifact information.

Once these data are collected and analyzed, a large group of district staff come together for a quarterly Data Day to plan district supports in response to school

needs. School specific reports are created, highlighting areas of success, areas of concern, and available supports. Reflection meetings with the Assistant Superintendent for Student Achievement, the Assistant Superintendents for Schools as well as the Superintendent and Deputy Superintendent occur quarterly, giving the ELA team an opportunity to share pertinent data trends and district supports in response.

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

Data literacy is a priority in Pasco County Schools. District and school staff monitor progress of students and effects of instruction regularly using multiple measures and varied schedules. IRLA data is monitored through SchoolPace on a monthly basis; ELA assessment results are analyzed every three weeks for priority schools with a formal review at the conclusion of each quarter for all schools; PLC and Walkthrough data are reviewed at least twice during the year; and FSA, end of course exams, and district finals are thoroughly studied annually.

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

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

Senior Instructional Specialists for ELA, Science, and Social Studies collaborate to ensure schools have access to informational text in a variety of mediums.

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

In addition to core, supplemental, and intervention programs, all elementary and secondary Reading classrooms have classroom libraries to provide students choice in selecting text. Recommendations for classroom libraries include a balance of high interest literary and informational texts that represent a wide range of cultural perspectives and align with content area knowledge being researched through the Comprehensive Core Reading Program. All Pasco County teachers and students have digital access to Pasco County's Media Information Network for the District (MIND) which provides banks of texts and resources to meet the needs of ALL learners. Teachers and students have digital access to literary and informational eLibraries through Bookshelf (online leveled text from American Reading Company) both at school and at home. Many of these digital options provide text to speech, vocabulary scaffolding and Spanish text. In grades 6-8 teachers also have access to Defined STEM, which offers modules with informational texts, videos, and performance tasks.

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

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

Universal Design for Learning (UDL) practices are embedded within ELA curriculum maps and scope and sequence documents to ensure the instructional design provides for multiple means of representation, action and expression, and engagement for all students. This will be accessible to teachers through the district Learning Management System (Canvas) and will be represented in resources for teachers that illustrate the UDL connections to our core resources. Professional learning opportunities about the principles of UDL are provided by the Senior Specialists in the Office of Student Support Programs and Services (OSSPS), Professional Development Specialists, and MTSS Specialists in collaboration with the ELA Specialists. UDL practices will also be embedded and explicitly noted in ELA professional development.

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

District walkthroughs will collect evidence using the Instructional Practice Guide from Achieve the Core (core actions 2 and 3 aligned to the principles of UDL) to determine if all students are being instructed with multiple means of engagement, representation, and expression. Teachers attending district ELA professional development will bring student products and reflect on how they designed learning experiences to meet the needs of all students. Evidence of UDL principles are measured in walkthroughs at priority schools specifically.

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

K-12 District walkthrough data will be collected for all school sites. Our schools identified as needing an extra layer of support will have walkthrough data collected on an ongoing basis. Teachers will analyze student products at district trainings.

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

See Appendix A.

Research-Based Reading Instruction Allocation

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

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

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

Professional Development

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

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

Senior Professional Development Specialist

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

\$248,179.00

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

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

Senior Professional Development Specialist

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

All trainings in question #3 are funded through the Research-Based Reading Allocation.

Reading/Literacy Coaches

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

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

http://www.pasco.k12.fl.us/library/hr/Instructional_Learning_Design_Coach_06.02.15.pdf

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

Lowest 300 Schools: Fox Hollow, West Zephyrhills, Pasco Elementary, Rodney B. Cox Priority Elementary Schools: Calusa, Gulfside, Gulf Trace, Woodland, Anclote, Sunray, Richey, Northwest, Schrader, Moon Lake, Chasco, Lacoochee, James M. Marlowe, Seven Springs, Centennial, Gulf Highlands, HudsonPriority Secondary Schools: Hudson Middle School, Gulf Middle School, Chasco Middle School

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

Yes, these schools were identified as having the greatest need based on student achievement data.

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

- a. Elementary:21
- b. Middle:3
- c. High:0

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

- Qualitative and quantitative data from weekly coaching logs of coach roles and responsibilities (district wide)
- Data sheets tallying number of lessons in planning, side by side coaching (coaching cycles), observed, modeled, co-taught
- Student achievement data in schools that are supported by reading/literacy coaches

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

1,599,597.00

Supports for Identification and Intervention of Students With Reading Deficiencies

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

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

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

At this time, we have decided to spend the 2018-2019 school year researching and crafting a solid plan to place these intervention teachers at our most at risk schools in the 2019-2020 school year once multiple data points have been analyzed. Without

current school data and clear job description, we would like to create a more thoughtful plan for how these positions will support intensive intervention for our most at-risk schools and students.

For the 2018-19 school year our plan is to allocate professional development funds to ensure all school-based coaches and school-based intervention teachers have the professional development, instructional resources including supplemental resources for intervention, and district-level support in order to execute strong systems of intervention in reading.

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

[Click here to enter text.](#)

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

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

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

0

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

SchoolPace platform for IRLA
Achieve3000
eLibraries
Words Their Way
Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS)
(intensive, explicit, systematic and multisensory)
Foundational Skills Toolkits from American Reading Company
Reading Plus
Vocabulary Workshop
Power Word Playbook

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

\$600,867.00

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

NA

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:** Jennifer Waselewski

2. **Email Address:** jwaselew@pasco.k12.fl.us

3. **Phone Number:** 813-794-2318

4. **Please list the schools which will host a SRC:**

Bexley, Chasco, Centennial, Connerton, Chester Taylor, Cotee River, Cypress, Denham Oaks, Double Branch, Fox Hollow, Gulf Highlands, Gulf Trace, Gulfside, Hudson, Pasco, Odessa, Quail Hollow, Richey, Shady Hills, Schrader, Seven Oaks, Sunray, Trinity Oaks, Wesley Chapel

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

- a. **Start Date:** June 11, 2018
- b. **Which days of the week is SRC offered:** Monday-Thursday
- c. **Number of instructional hours per day in reading:** 3.5
- d. **End Date:** July 19, 2018
- e. **Total number of instructional hours of reading:** 84

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

Yes

7. **What is the anticipated teacher/student ratio?**

1:15

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

Yes, grades K-2

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

Teachers will assess students with a pre and post test and use the Independent Reading Level Assessment (IRLA) to track student growth toward standard proficiency. Student baseline levels will be confirmed at the end of the school year and data will be monitored throughout Summer Reading Camp. The growth entered shows student progress toward foundational skills and comprehension standards that have not yet been met. Teachers will conduct frequent conferences with students and enter data which includes evidence of how the standard is met. This data is tracked on line through SchoolPace and then will be used to provide an instructional focus for independent reading and student practice as well as flexible small skill group instruction.

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	\$197,871.00
District expenditures on reading coaches	\$1,599,597.00
District expenditures on intervention teachers	\$0
District expenditures on supplemental materials or interventions	\$600,867.00
District expenditures on professional development	\$248,179.00
District expenditures on summer reading camps	\$565,000
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	Funded through SAI Grant
Flexible Categorical Spending	0
Sum of Expenditures	\$3,211,514.00
Amount of district research-based reading instruction allocation for 2018-2019	\$3,211,514.00

APPENDIX A

K-12 Reading Plan Meeting Agendas

Tuesday, April 10 2:00 – 5:30

- Plan for development of 2018-19 K-12 Reading Plan – Due to FLDOE April 30, 2018
- Identify roles and responsibilities
 - Wordsmith/Document Note taker: Rachel Hatten, Senior Instructional Specialist 6-12 ELA
 - Historian: Courtney Lough, Senior Instructional Specialist K-5 ELA
 - Liaison with ESE and ELL Stakeholders: Danielle Varcardipone, Senior Instructional Specialist K-2 Literacy
 - Timekeeper: Evette Striblen, Senior Instructional Specialist 6-12 Literacy
 - Professional Development: Lisa Luker, Senior Professional Development Specialist
 - Coaches: Leah Zuffall, Supervisor Learning Design Coach Specialists
 - Student Services (ESE): Laura Drew
 - Student Services (ELL): Katty Chois
 - Accountability Research and Management (Performance Goals): Suzanne St. Clair
- Next Steps: Upload the K-12 Plan Rough Draft to One Drive so the team has access for editing and revising specific portions of the document then provide feedback to peers before April 20 meeting.
- Review Draft Plan: Jennifer Waselewski, Assistant Director of Office for Leading and Learning
- Approval Draft Plan: Lea Mitchell, Director of Office Leading and Learning
- Review and Connections to SP&P: Vanessa Hilton, Assistant Superintendent Student Achievement, Lea Mitchell, Director of Office for Leading and Learning, Melissa Musslewhite, Director of Office for Student Support Programs and Services

Friday, April 20 9:00-12:00

- K-12 Reading Plan team review each portion of the district plan and provide feedback, ask questions about each part of the draft plan.
- Submit the draft plan for approval to Lea Mitchell by the end of the day.
- Next steps:
 - Lea Mitchell to review plan with Vanessa Hilton and Melissa Musselwhite.
 - Submit revisions and questions back to the team.
 - Jennifer Waselewski will make revisions with input from the team and submit to the state by April 30.

Thursday, May 31

- Received feedback from the state
 - Reached out to team members for support in revising portions of the plan based on feedback from the state
 - Resubmitted plan with revisions Tuesday, June 12

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

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

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

The charts must contain the following information:

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

Pasco County: Chart DT1 – K-5 Assessment/Curriculum Decision Tree Using Assessment Data

<p>Determine Baseline Reading Levels: Use the Independent Reading Level Assessment (IRLA) to level all students GR K-5 by August 31st. Use various data points to identify students with a reading deficiency.</p> <ul style="list-style-type: none"> Kindergarten students take the STAR Early Literacy Assessment as part of FLKRS within the first 30 days of school to determine readiness. K-5- IRLA data K-2 ELA District Finals Retained GR3 and GR4-5 Consider FSA-ELA Results- or an equivalent standardized reading/ELA assessment 			<p>IRLA is an ongoing assessment as students are learning. Quarterly Levels Accuracy Windows:</p> <ul style="list-style-type: none"> September 4-17 January 14-29 April 12-April 25 		
<p>What is the problem?</p>					
<p>Tier III Intensive Intervention/Remediation</p>	<p>Tier II Strategic Intervention</p>	<p>Tier I Core Differentiated Instruction</p>			
<p>IF: The Student Score Indicates “Emergency” Substantial Reading Deficiency GRK- STAR Early Literacy- Scaled Score- 437 and below IRLA- Red Range 1.0+ years below* K-2 ELA District Final-49% and below FSA-ELA Achievement Level 1</p>	<p>IF: The Student Score Indicates “At Risk” Reading Deficiency GRK-STAR Early Literacy- Scaled Score- 438-496 IRLA- Yellow Range-.01-.9 years below* K-2 ELA District Final- 50%-69% FSA-ELA Achievement Level 2</p>	<p>IF: The Student Score Indicates “Proficient or Above” GRK-STAR Early Literacy- Scaled Score 497-529 IRLA- Green Range- on or above grade level* K-2 ELADistrict Final-70% and above FSA-ELA Achievement Levels 3-5</p>			
<p>THEN: Students will receive intensive, explicit, systematic and multisensory reading interventions. Why is the problem occurring? Consult with the School Intervention Team (SIT) to brainstorm reasons why the student is not meeting grade level standards using COILE (curriculum, organization, instruction, learner, environment). Gather additional data to determine text reading efficiency, oral language, phonemic awareness, phonics, fluency, vocabulary knowledge, and/or comprehension. Use data collected to confirm/invalidate hypotheses. Use the Tier II and Tier III Resource Maps for instructional routines and resources based on grade level area of need. Some options include:</p> <ul style="list-style-type: none"> IRLA, Phonological Awareness Test (PAT), ReadyGEN Baseline Assessment, ReadyGEN Word Analysis/Phonics Progress Monitoring Tool, Quick Phonics Screener, Diagnostic Assessment of Reading (DAR), and/or Words their Way Spelling Inventory Curriculum Based assessments (i.e., Quarterly Checks, Comprehension Checks, ReadyGEN Unit Assessment, ReadyGEN Tasks, and other formative assessments) Compare results to formative assessment data Collect writing samples to analyze application of foundational skills, vocabulary, language and syntax <p>Further Diagnostic Evaluation Use data from diagnostic assessment to determine the level of daily intensified intervention or remediation required for students:</p> <ul style="list-style-type: none"> Additional Time Smaller Group Size More Targeted Instruction Scaffolding 		<p>THEN:</p> <ul style="list-style-type: none"> K: Note comprehension on listening tasks, may be based on Quarterly Check. Grades 1 & 2: Note comprehension on listening and reading tasks, may be based on Quarterly Check. Provide appropriate level of instruction following a developmental reading continuum including instruction with higher-level reasoning skills, vocabulary, comprehension, phonics, and fluency at the word and/or connected text level. Analyze other formative assessments Analyze writing samples 			

Pasco County: Chart DT1 – K-5 Assessment/Curriculum Decision Tree Using Assessment Data

<ul style="list-style-type: none"> • Delivery • People 	
<p>What are we going to do about it?-Develop an action plan that targets the specific area of concern and the level of intensity based upon need (Who, What, When, How). Progress will be checked frequently to ensure growth is occurring.</p> <ul style="list-style-type: none"> • How frequently will progress be checked? • What instrument will be used to check? • How will fidelity of the plan be monitored? <p>Provide intensive small group instruction with appropriate level text and supplemental materials. <i>Students not responding to intervention or remediation will be further diagnosed and instruction will be adjusted to increase time, frequency, duration, and intensity. **Parents will be notified and given the opportunity to provide input when developing the intervention or remediation plan for students demonstrating a substantial reading deficiency.</i></p>	
<p>Consider research validated Programs and Materials:</p> <ul style="list-style-type: none"> • Pearson ReadyGEN (Scaffolded Strategies Handbook, Phonics or Word Analysis Kit) • Pearson ReadyUP! • IRLA Foundational Skills Toolkit (Yellow-2R) • IRLA Toolkit (WT-PU) • Teacher Directed PALS and Kindergarten PALS • SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) • Quick Reads • Rewards • Words their Way • FCRR Student Activities 	<p>Programs and Materials:</p> <ul style="list-style-type: none"> • Pearson ReadyGEN Extensions Monitor Progress (If...Then...) • Appropriately complex text and materials for small group • Provide opportunities for content reading to build knowledge and research. • ReadyGEN Performance Based Assessment • Problem Based Task

Reading Course Decision Tree for 2018-2019

The following screeners can be used to help determine which placement best meets the needs of our students: FSA scores, IRLA data, district final exams and EOC scores, attendance, grades, and teacher recommendations from all content courses.

Middle School		
Reading Courses	Students to consider for this course:	Curriculum and Progress Monitoring Tools:
Accelerated Literacy, or M/J Intens Read 1000010Z	<p>This course is intended for students who score a Level 1 or 2 on FSA and score: Black level or below in IRLA in grade 6, Orange level or below in IRLA in grade 7, Purple level or below in IRLA in grade 8</p>	<p>Curriculum for this class focuses on the Florida Language Arts Standards for Reading through units in National Geographic <i>Inside</i> aligned in Canvas with text sets to support building knowledge in content connected to ELA and/or Social Studies.</p> <p>Students in this class should be monitored using IRLA and SchoolPace.</p> <p>In order for teachers to implement effective interventions, we recommend the class size be capped at 20:1.</p>
M/J Research 1 1700000 (preferred full year course)	<p>This course is intended for all level 2-5, 6th grade students who would like to take a Research class as an elective.</p> <p>It is highly recommended that a teacher with CAR-PD, NGCAR-PD, or RE/RC teach this class, as there will be a need to support and scaffold for the differentiated needs of all learners.</p> <p>All level 2 students must also be monitored with a PMP.</p>	<p>The curriculum for this class focuses on the Florida Language Arts Standards through research and inquiry around science and/or social studies topics utilizing American Reading Company Research Labs.</p> <p>Students in these classes should be monitored through ELA Quarterly Assessments. Level 2 students could also be monitored through SchoolPace.</p>
M/J Career Research and Decision Making #1700060 (alternate semester long course)	<p>This course is would be appropriate for all level 2-5, 6th grade students who would like to take a Research class as an elective.</p> <p>It is highly recommended that a teacher with CAR-PD, NGCAR-PD, or RE/RC teach this class, as there will be a need to support and scaffold for the differentiated needs of all learners.</p> <p>All level 2 students must also be monitored with a PMP.</p>	<p>The curriculum for this class focuses on the Florida Language Arts Standards through research and inquiry utilizing American Reading Company Research Labs.</p> <p>Students in these classes should be monitored through ELA Quarterly Assessments. Level 2 students could also be monitored through SchoolPace.</p>

<p>ESOL Developmental Language Arts, or DLA 1002181</p>	<p>This course is intended for 6-8 students who have a date of entry into a U.S. school (DEUS) of 2 years or less, score a Level 1 or 2 on FSA, score in the White level or below in IRLA, AND score at a WIDA ACCESS level of 1 or 2 in listening and speaking.</p>	<p>Schools may purchase Language Workshop materials to support ELL students with the complex texts they will encounter in ELA.</p> <p>Students in this class should be monitored using IRLA and SchoolPace.</p>
<p>HMH Pilot Schools</p>		<p>Students in Pilot schools use HMH <i>Language Workshop</i> along with the Reading Tier 2 Scope & Sequence on Canvas.</p> <p>Students in this class should be progress monitored through Quarterly Checks and/or IRLA and SchoolPace.</p>

Items to consider when initially placing a student:

- Parents/Students may decline placement recommendations, but **must** fill out a SSP waiver and that waiver must be kept until the student completes his/her senior year and be completed each year the student is recommended to take Reading.
- Students who score a Level 1 or 2 on FSA but who choose, or are placed in an elective other than Accelerated Reading/Intensive Reading, **must** have a PMP, IEP, or be placed into content courses taught by teachers with CAR-PD, NGCAR-PD, or RE/RC.
- Students who score a level 3, 4, or 5 on the FSA should be served in their core ELA classroom and monitored through district quarterly checks.
- M/J Research 2, 3, and M/J Career Research and Decision Making could also be courses offered in 7th and 8th grade.

Tiers of Support to Consider after initial placement:

- All Professional Learning Communities (PLC) should consider the PLC guiding questions and use district created curricular resources which identify tier 2 and 3 supports for students based on diagnostics (IRLA and Achieve3000 levelset) and ongoing formative assessments. Through the PLC inquiry cycle, PLCs should anticipate opportunities for reteaching when students do not respond to initial interventions. Teachers should consult resources within their IRLA manual (coaching pages, question stems), district IRLA curricular resources found on Canvas, lessons within the foundational skills toolkits targeting specific skill gaps for Yellow-Purple reading levels, and increase the number of 1:1 student conferences and small group instruction.
- When creating the master schedule, schools should consider a plan for flexible grouping, the ability for students to move between Reading courses based on skill/grade level need (i.e. a class focused on white level and below to a class focused on black level and above, and once reaching grade level expectations moving to developmental, research or an elective of their choice while maintaining a PMP).

Students in 6-12 who receive speech/language or support facilitation during Accelerated Literacy should receive push-in services such as:

- ESOL students will receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the ELA and/or reading teacher.
- ESOL Students scoring at a WIDA ACCESS Level 1 or 2 in listening and speaking receive push-in support from the ESOL IA under the direction of the content area reading intervention or intensive reading teacher.
- Foundational skills should be assessed to determine needs for differentiated instruction.
- ESOL students should NOT be placed in Accelerated Literacy without appropriate data indicating a reading deficiency.

Reading Course Decision Tree for 2018-2019

The following screeners can be used to help determine which placement best meets the needs of our students: FSA scores, IRLA data, district final exams and EOC scores, attendance, grades, and teacher recommendations from all content courses.

High School		
Reading Courses 9-12	Students to consider for this course:	Curriculum and Progress Monitoring Tools:
Accelerated Reading, or Intensive Reading 10000410Z	This course is intended for students who scored a Level 1 or 2 and scored in the Black level or above in IRLA.	<p>The curriculum for this class focuses on the Florida Language Arts Standards for Reading through Achieve3000 instructional materials or IRLA resources with coaching and conferencing AND text sets on CANVAS to support building knowledge in content connected to ELA topics.</p> <p>Students in this course should be monitored through Achieve3000 or IRLA</p> <p>In order for teachers to implement effective interventions, we recommend the class size be capped at 20:1.</p>
Accelerated Reading, or Intensive Reading 100004101	This course is intended for students who score a Level 1 on FSA and score in the White level or below in IRLA.	<p>The curriculum for this class focuses on the Florida Language Arts Standards for Reading through IRLA resources with coaching and conferencing AND text sets on CANVAS to support building knowledge in content connected to ELA topics.</p> <p>Students in this course should be monitored through IRLA</p> <p>In order for teachers to implement effective interventions, we recommend the class size be capped at 20:1.</p>
HMH Pilot Schools		<p>Students in Pilot schools will use HMH Language Workshop for their primary curriculum in addition to district curriculum resources in Canvas.</p> <p>Schools will progress monitor students through Quarterly Checks, IRLA and SchoolPace, or Achieve3000.</p>
ESOL Developmental Language Arts, or DLA 1002380	6-8 students who score a Level 1 or 2 on FSA and score in the White level or below in IRLA AND score at a WIDA ACCESS level of 1 or 2 in listening and speaking.	<p>Schools may purchase Language Workshop materials to support ELL students with the complex texts they will encounter in ELA.</p> <p>Students in this class should be monitored using IRLA and SchoolPace.</p>

Items to consider when placing a student:

- Parents/Students may decline placement recommendations, but **must** fill out a SSP waiver and that waiver must be kept until the student completes his/her senior year and be completed each year the student is recommended to take Reading.
- Students who score a Level 1 or 2 on FSA but who choose, or are placed in an elective other than Accelerated Reading/Intensive Reading, **must** have a PMP, IEP, or be placed into content courses taught by teachers with CAR-PD, NGCAR-PD, or RE/RC.
- Students who score a level 3, 4, or 5 on the FSA should be served in their core ELA classroom and be monitored through district quarterly checks.

Tiers of Support to Consider after initial placement:

- All Professional Learning Communities (PLC) should consider the PLC guiding questions and use district created curricular resources which identify tier 2 and 3 supports for students based on diagnostics (IRLA level and Achieve3000 levelset) and ongoing formative assessments. Through the PLC inquiry cycle, PLCs should anticipate opportunities for reteaching when students do not respond to initial interventions. Teachers should consult resources within their IRLA manual (coaching pages, question stems) district IRLA curricular resources found on Canvas, lessons within the foundational skills toolkits targeting specific skill gaps for Yellow-Black reading levels, and increase the number of 1:1 student conferences and small group instruction.
- When creating the master schedule, schools should consider a plan for flexible grouping, the ability for students to move between Reading courses based on skill/grade level need (i.e. a class focused on white level and below to a class focused on black level and above, and once reaching grade level expectations moving to developmental or research and vice versa).

Students in 6-12 who receive speech/language or support facilitation during Accelerated Literacy should receive push-in services such as:

- ESOL students will receive supplemental English instruction, ESL instructional strategies, and lesson modifications at the appropriate level of English proficiency by the ELA and/or reading teacher.
- ESOL Students scoring at a WIDA ACCESS Level 1 or 2 in listening and speaking receive push-in support from the ESOL IA under the direction of the content area reading intervention or intensive reading teacher.
- Foundational skills should be assessed to determine needs for differentiated instruction.
- ESOL students should NOT be placed in Accelerated Literacy without appropriate data indicating a reading deficiency.

APPENDIX C

300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Pasco County Schools
- 2. Contact name for schools covered on this plan:** Lea Mitchell
- 3. Contact phone number:** (813) 794-2256
- 4. Contact email:** lmitchel@pasco.k12.fl.us
- 5. Schools covered by this plan:** Hudson Elementary, Rodney B. Cox Elementary, Chasco Elementary, Lacochee Elementary, Pasco Elementary, Calusa Elementary, West Zephyrhills Elementary, Gulf Trace Elementary, Northwest Elementary, Seven Springs Elementary

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** Calusa, Chasco, Northwest, Gulf Trace, West Zephyrhills, Seven Springs start at 9:40, Lacochee, Hudson, Pasco, and Cox start at 8:40
- 2. School dismissal time:** Calusa, Chasco, Northwest, Gulf Trace, West Zephyrhills, Seven Springs end at 3:50, Lacochee, Hudson, Pasco, and Cox end at 2:50
- 3. Total number of instructional minutes per day:** 370
- 4. Minutes per day of reading instruction (must be at least 150):** 180 minutes

Section 3: Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

In Pasco County schools we continue to serve students who earned a level 4 or level 5 on the standardized ELA assessment. For the students who participate in the extra hour of instruction we are dedicated to ensuring that we are providing enriching opportunities for them to expand and extend their learning as well as digging deeper in to the rigor of the grade level standards at their grade level. This occurs through differentiation of core lessons, but also through a variety of modes and methods that engage the learning in high quality print and digital resources and complex learning

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tasks. We continue to provide differentiated instruction to all students. Students who scored a 4 or 5 on the FSA are provided with opportunities to be enriched. These opportunities include, but are not limited to, research projects aligned to content, tasks aligned to the knowledge being built in ELA, independent reading, Document Based Questions (DBQs) and publishing opportunities for writing, speaking and listening standards.

- 1. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

Through our district evaluation system, which includes classroom observations, all of our teachers and reading coaches have demonstrated to be effective or highly effective. In addition to an effective or highly effective rating that supports rigorous planning, lesson design and student engagement strategies, these teachers also must demonstrate proficiency in providing high quality reading instruction. This proficiency can be demonstrated in a variety of ways including having a Master's degree in reading, a reading certificate or completion of a reading endorsement. Each of these methods is competency based and requires that educators not only engage in the learning, but that they also demonstrate mastery of specific skills required to engage students and thoughtfully and intentionally build the foundation for reading in young learners. For teachers that do not currently possess one of the three options from above, they have agreed to engage in and complete the reading endorsement over the course of the next two school years. During this time they will also be required to engage in job-embedded professional development provided by district and school based English Language Arts coaches and specialists. This support structure not only focuses on engaging teachers in high quality professional development, it also allows for modeling, side-by-side coaching and follow-up reflection that includes student work analysis.

- 2. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

After reviewing data and practices from the 17-18 school year, we realized that many of our schools did not have access to high quality tier 2 and tier 3 resources that assist in building foundational skills for every child. In order to further support the efforts at each of the L300 schools, we secured a resource, Systematic Instruction in Phonological Awareness, Phonics (SIPPS) and Sight Words to address students' foundational gaps and increase reading proficiency. This research-based program comes with a body of evidence to support its effectiveness in building foundational skills in our youngest readers, but also supports the intervention and remediation of foundational skills for our learners in high elementary grades. All schools and teachers received the materials as

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well as professional development related to the use and implementation of the resource. While we do believe that this resource supports the explicit and systematic approach to phonemic awareness and phonics, we are also focused on embedding and increasing writing as it related to encoding and response to text-based discussions and prompts.

- 3. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

Our schools will utilize the Independent Reading Leveling Assessment to screen and progress monitor all students. We will utilize FSA, district quarterly checks, and the IRLA data to triangulate specific needs of students. For students in 3-5, who still have foundational skill gaps, students are administered a SIPPS placement test, then students will be grouped to receive Intensive intervention with the Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS). For students who do not need foundational skills, teachers will utilize our Tier 3 Resource Map to place students into appropriate interventions. Students will be progress monitored with a variety of tools based on the interventions and through the IRLA on a bi-monthly basis.

- 4. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

All L300 schools have a designated time in their schedules for students to receive intensive interventions. The district has provided teachers and schools with tier 2 and tier 3 resource maps along with several resources such as: Teacher-Directed PALS, SIPPS, and IRLA Foundational Skills Toolkits. L300 schools have an additional allocation to hire an interventionist to provide the lowest quartile of students' intensive intervention. School Intervention Teams will monitor the data of students and determine when intervention plans need to be revised. The Senior Instructional Specialist for Literacy, will check-in regularly with the L300 interventionist, provide them additional Professional development around intervention best practices and review data with the school. Assistant Superintendents will meet monthly with administrators to review data and monitor their plans.

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- 5. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

Our ELA units are aligned to social studies and science topics and our teachers have additional resources on our Learning Management System, Canvas, to support content knowledge development with resources such as DBQs for social studies and resources for teaching text annotation, Spotlight on Strategies for Science and accountable talk and collaborative structure resources. Our professional development opportunities help teachers to bridge the learning through writing across the content and integrating ELA standards into the texts in all content.