Pasco 2019-20 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, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

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

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
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 outcomes will 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:

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. Professional learning opportunities build the capacity of leaders and teachers to advance practices of collective commitments around the unifying vision of instructional excellence in literacy. Professional development is offered monthly to coaches and leaders in the form of turn-key, train-the-trainer PD that can be brought back to the school to build capacity in teachers and teams. PD topics will include foundational skills, interventions, multisensory techniques, writing, social emotional learning, and instructional best practices. Professional development supports teachers in unpacking a unit of instruction through the four PLC Guiding Questions within a social emotional learning framework. Professional development supports leaders and teachers in understanding the connection between curriculum materials, planning for and monitoring rigorous instruction, multi-sensory techniques, dyslexia, and student achievement.

Learning Design Coaches:

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.

Reading Endorsement:

Due to implications from HB 7055 and HB 7069, Pasco County Schools has expanded course offering from a semester to a trimester schedule and has increased the number of sections available during each offering. In 2018-19 we held 41 sections; in 2019-20 we will offer 61. All five reading endorsement courses will be offered three times a year (summer, fall, and winter) to provide our teachers an opportunity to add the endorsement to their teaching certificate. In order to receive the endorsement, teachers complete courses that develop their understanding of the foundations of language, research of best practices, assessment, and differentiation in reading, as well as a semester practicum. Once all five courses are successfully completed, teachers can add the endorsement to their certificate. We will work to partner with LETRS to provide up to 200 ESE Support Facilitators with professional development to earn their Reading Endorsement.

Subscriptions:

Digital subscriptions to SchoolPace K-8 and Achieve3000 9-12 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 during independent reading. Teacher teams analyze SchoolPace data each month as a PLC to identify students who aren't making monthly growth gains and prioritize a plan for Tier II and III 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 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.

Reading Plus provides students with access to text sets written at the student's level. The program allows students to track their growth in both fluency, comprehension, and writing. Along with texts and assessments, the program includes skill based lessons for tier 3 instruction.

Writable is an online suite of tools inviting students to engage in purposeful writing. Students can develop drafts, and reflect on and incorporate feedback to make their writing stronger by using student-friendly rubrics as guides. Feedback tools allow students and teachers to easily share constructive comments for optimal outcomes. Comment stems help students deliver meaningful, anonymous feedback that is timely and relevant. Teachers can comment, observe, and customize writing support for students with a menu of digital tools. Writable helps streamline the grading process with stored comments and the freedom to decide when and how to grade. It also provides teachers with writing data to help support instruction and practice, and intuitive reports enable immediate progress reporting.

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 (OLL)

   *Director, Accountability, Research, and Measurement (ARM)

   *Director, Office for Student Support Programs and Services (OSSPS)

   *Assistant Directors, Office for Leading and Learning

   *Senior Supervisors in the 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 to 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 at-risk students. Additional analysis will focus on identified subgroups including racial demographics, students with disabilities, English language learners, and students who qualify for free/reduced price lunch.

K-8 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. Through SchoolPace, progress monitoring data are collected weekly, monthly, and quarterly for all students in kindergarten through grade 5 and for students in grade 6-8 who have been identified as needing intensive intervention based on the DT2. District level specialists receive weekly reports by these schools to monitor percent of students on-target in reading by grade level as well as current student growth for identified 6-8 students. These reports are shared with MTSS specialists and assistant superintendents and are used to structure additional coaching supports for schools and teachers. 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 6-8 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 or Reading Plus 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.

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. Coaching and increased supports in some areas result from this data collection. A variant of this walkthrough tool is used with a greater frequency in buildings with higher risk learners and/or lower academic achievement. Assistant Superintendents and MTSS specialists monitor the desired effects and learning outcomes throughout the year through artifacts, lesson plans, and observation data to ensure a guaranteed and viable curriculum and rigorous learning environment.

All K-12 Pasco County Schools utilize the PLC guiding questions to prepare and plan for standards-based units of instruction that meets the needs of our diverse learners. Through this process, PLC facilitators guide their teams to intentionally plan for the differentiated needs of their students, through ensuring all students have access to the curriculum and multiple ways to demonstrate their learning, while attending to students' social and emotional learning needs. During the delivery of instruction, teachers ensure accessibility to curriculum through classroom design. 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 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. As a district we are going to collect and monitor artifacts from our School Leadership Teams, School Intervention Teams, and Professional Learning Communities. 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), Achieve3000 data, or Reading Plus 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 or Reading Plus 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?**

*Assistant Superintendents *Director, Office for Leading and Learning *Assistant Directors, Office for Leading and Learning *Senior Supervisors in the 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

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?**

        The following people will be responsible for ensuring classroom instruction is aligned to grade-level Florida Standards:

        *Assistant Superintendents

        *School-based Principals and Assistant Principals

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

        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.

        Elementary 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 targeted, interventions. Secondary English and reading teachers have access to district curriculum resources that build students comprehension and vocabulary skills through extensive reading and writing opportunities. In secondary Intensive Reading classes, students have the opportunity to preview, review, and be retaught utilizing texts that are being studied in English class, so they have ample opportunity to engage in grade-level complex text as well as build strength and stamina through a volume of reading at their independent level.

        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.

        District leaders 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.

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. **As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

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 Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

   Assistant Director, Office for Leading and Learning
   Senior Specialists for ELA K-12

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

   $893,643.25

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..**

Please list the course numbers from your district Professional Learning Catalog which cover this training.

All courses under component numbers 1013001 Explicit, Systematic, and Sequential Approaches to Reading Instruction and 1013002 Implementing Evidence-Based Reading Interventions for Students Who Struggle cover this training requirement.

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 <u>funded from the Research-Based Reading Instruction Allocation</u>?**

   The Research Based Reading Instruction Allocation funds 50% of the coaching positions at the following schools:

   Elementary: Fox Hollow, West Zephyrhills, Pasco, Rodney B. Cox, Calusa, Gulfside, Gulf Trace, Woodland, Anclote, Sunray, Richey, Northwest, Schrader, Moon Lake, Chasco, Lacoochee, James M. Marlowe, Seven Springs, Centennial, Gulf Highlands, Hudson, Bexley, Chester W. Taylor, Connerton, Cotee River, Cypress, Deer Park, Denham Oaks, Double Branch, Dr. Mary Giella, Lake Myrtle, Mittye P. Locke, New River, Oakstead, Pine View, Quail Hollow, San Antonio, Seven Oaks, Shady Hills, Trinity Oaks, Watergrass, Wesley Chapel, Wiregrass

   Secondary: Hudson Middle, Gulf Middle, Chasco Middle

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.**

   These schools were identified to have the greatest need based on student achievement data.

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

   a. **Elementary:**50% of 43 positions
   b. **Middle:**50% of 3 positions
   c. **High:**N/A

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

   -Qualitative data from school support records indicating the level of district support with school-based coaches.
   -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 (this may include NWEA MAP data, district quarterly check data, SchoolPace, and other performance measures).
   -Annual Performance Evaluation is taken into consideration when determining coach effectiveness.

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

   1,027,243.00

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 <u>funded through the Research-Based Reading Instruction Allocation</u>?**

   We do not fund reading intervention teachers through the Research-Based Reading Instruction Allocation.

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.**

   N/A.

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?**

   N/A

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
   Reading Plus
   eLibraries
   Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) (intensive, explicit, systematic and multisensory)
   HMH Writable

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

   SchoolPace: $223,500 (elementary) $46,000 (middle)
   Achieve3000: $149,400
   Reading Plus: $13,050
   Writable: $98,725.00
   eLibraries: $137,500
   SIPPS: $26,000
   HMH Collections Digital Access for Reading Teachers: $1,162.50

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.**

   Click here to enter text.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:**Lea Mitchell

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

3. **Phone Number:** 813-794-2644

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

   Gulfside, Pasco, Odessa, Quail Hollow, Schraeder, West Zephyrhills, Achieve Center Richey, Northwest, Seven Springs, Lake Myrtle, New River

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

   a. **Start Date:** June 10, 2019
   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 18, 2019
   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, each Title I school received two additional allocations to provide reading instruction to students in grades other than third.

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

   Student data is tracked through our district online assessment platform, SchoolPace, and student growth toward standard proficiency is monitored ongoing with real-time data. The data is used to intentionally provide an instructional focus for independent reading and student instruction within small groups. Teachers use data to monitor student progress toward foundational skills and comprehension standards to close gaps. Teachers conduct frequent conferences with students and enter data and evidence of how the student demonstrated mastery of the standard. For students in need of intensive intervention (Tier 3), an intervention teacher is provided at each host site, in order to support students in closing gaps and increasing proficiency with reading and understanding grade level text. For school sites with more than 8 classrooms, an additional interventionist will be provided.

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		$1,027,243.00
District expenditures on intervention teachers		Funded through SAI Allocation
District expenditures on supplemental materials or interventions		$695,337.50
District expenditures on professional development		$893,643.25
District expenditures on summer reading camps		$380,064.00
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools		Funded through SAI Allocation
Flexible Categorical Spending		0
	Sum of Expenditures	$3,194,158.75
	Amount of district research-based reading instruction allocation for 2019-2020	$3,194,158.75

K-12 Reading Plan 2019-2020
Stakeholder Meeting
March 14, 2019

Invitees:
Office for Leading and Learning: Rachel Hatten, Evette Striblen, Tonia Shook, Leah Zufall, Danielle Varcardipone, Courtney Lough, Lisa Luker, Jennifer Waselewski, Anita Alexander, Joel Ortiz (bookkeeper), Jeremy Blair (MTSS)

Office for Student Support Programs and Services: Melissa Mangino (ESE), Heather Corona (ELL), Katty Chois (ELL)

School Based Stakeholders: Cortney Gant (Secondary Principal), Kara Smucker (Elementary Principal), Lauren Pantoja (Secondary Coach), Julie Just (Elementary Coach)

Agenda
- Provide an overview of the current K-12 Reading Plan and changes to the template for 2019-2020
- Individual review of the K-12 Reading Plan
- Work in collaborate groups to analyze impact on implementation and make recommendations for revisions
- Share out

Additional Time line of Feedback and Revisions:
- March 5th Share with and ask for feedback from Elementary Design Team (principals, assistant principals, teachers, and coaches)
- March 13th K-12 ELA Team Meeting to review and make initial recommendations for revisions to the K-12 Reading Plan
- March 15th Rough draft completed
- March 15th-26th Seek feedback from additional stakeholders
- March 27th-29th Revise based on feedback
- April 12th Suzanne St. Claire from our Office for Accountability, Research, and Measurement reviewed and provided feedback on FSA Goal Chart

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 identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; 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

Determine Baseline Reading Levels: Use the Independent Reading Level Assessment (IRLA) to level all students GR K-5 by August 30th. **Use various data points to identify students with a reading deficiency.** • 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 • NWEA Maps (select schools) **What is the problem?**	IRLA is an ongoing assessment as students are learning. Quarterly Levels Accuracy Windows: • *September 3-16* • *January 13-27* • *April 13-April 24*

Tier III Intensive Intervention/Remediation	Tier II Strategic Intervention	Tier I Core Differentiated Instruction
IF: The Student Score Indicates "Emergency" Substantial Reading Deficiency **GRK- STAR Early Literacy- Scaled Score- 450 and below** **IRLA- Red Range 1.0+ years below*** **K-2 ELA District Final-Achievement Level 1 39% and below** **NWEA MAP Level 1 GR3 240-284; GR4 251-296; GR5 257-303** **FSA-ELA Achievement Level 1**	**IF: The Student Score Indicates "At Risk" Reading Deficiency** **GRK-STAR Early Literacy- Scaled Score- 451-499** **IRLA- Yellow Range-.01-.9 years below*** **K-2 ELA District Final- Achievement Level 2 40%-59%** **NWEA MAP Level 2 GR3 285-299; GR4 297-310; GR5 304-320** **FSA-ELA Achievement Level 2**	**IF: The Student Score Indicates "Proficient or Above"** **GRK-STAR Early Literacy- Scaled Score 500 and above** **IRLA- Green Range- on or above grade level*** **K-2 ELA District Final-Range 60% and above** **NWEA MAP Level 3+ GR3 300+; GR4 311+; GR5 321+** **FSA-ELA Achievement Levels 3-5**

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: • 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 **Further Diagnostic Evaluation** Use data from diagnostic assessment to determine the level of daily intensified intervention or remediation required for students: • Additional Time • Smaller Group Size • More Targeted Instruction • Scaffolding • Delivery • People	**THEN:** • 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

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. - How frequently will progress be checked? - What instrument will be used to check? - How will fidelity of the plan be monitored? Provide intensive small group instruction with appropriate level text and supplemental materials. ***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.***	
Consider research validated and evidence based Programs and Materials: - 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	**Programs and Materials:** - Pearson ReadyGEN Extensions Monitor Progress (If...Then...) - Appropriately complex text and materials for enrichment - Provide opportunities for content reading to build knowledge and research. - ReadyGEN Performance Based Assessment - Problem Based Task

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**	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
	
	*ESOL students should NOT be placed in Accelerated Literacy without appropriate data indicating a reading deficiency.
		Curriculum focuses on the Florida Language Arts Standards for Reading through units in National Geographic *Inside** (Level A, grade 6; Level B, grade 7; Level C, grade 8) **AND** text sets for tier II in MyLearning to support building knowledge in content connected to ELA and/or Social Studies. IRLA toolkits should be utilized for tier III, small group and 1:1 instruction based on student needs identified with the IRLA.
		
		Students in this class should be monitored using the IRLA and SchoolPace.
		
		In order for teachers to implement effective interventions, we recommend class size be capped at 20:1.
		
		*or HMH *Language Workshop* where approved

Accelerated Reading AND Co-Teach Model **Intensive Reading 1000010Z AND Intensive Reading Co-Teach Model 1000010T AND ELA course code for grade level**	This course in intended for students who score a Level 1 on the FSA *ESOL students should NOT be placed in Accelerated Literacy without appropriate data indicating a reading deficiency.	This model would be a period of the course above **AND** a period of the course below. In this model students would receive intensive supports in their Accelerated Reading class and in their ELA class with the curriculum listed above and below.

Accelerated Reading, or **Intensive Reading Co-Teach Model 1000010T**	This course is intended for students who score a Level 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
		Curriculum focuses on the Florida Language Arts Standards for Reading through co-teach model (see appendix A for explicit school based implementation expectations).
		
		Students should be monitored by the ELA teacher through ELA quarterly checks and comprehension checks; and the Reading teacher through the IRLA. In addition, both teachers should be monitoring student growth through

		CFAs and triangulating all data points to determine necessary instructional supports. In this instructional model, the Reading teacher and ELA teacher will **co-teach** to provide differentiated supports and tiered instruction. Students are enrolled in **both** ELA **and** Intensive Reading for the same period as they are receiving intensive supports **during** their ELA class with **both** an ELA teacher **and** a Reading teacher. Intensive Reading will be a non-credit earning course; attendance and grades will be recorded in the ELA course so students can be enrolled in ELA and Intensive Reading simultaneously.
M/J Research 1 1700000 (preferred full year course)	This course is intended for **any** level 2-5, 6th grade students who would like to take Research as an elective. It is highly recommended that a teacher with RE/RC teach this class, as there will be a need to support and scaffold for the differentiated needs of all learners. All Level 2 students must also be monitored with a PMP.	The curriculum for this class focuses on the Florida Language Arts Standards through research and inquiry around science, ELA, and/or social studies topics utilizing American Reading Company Research Labs. Students in these classes should be monitored through ELA Quarterly Assessments. Level 2 students may also be monitored through SchoolPace.
M/J Career Research and Decision Making #1700060 (alternate semester long course)	This course is appropriate for **any** level 2-5, 6th grade students who would like to take Research as an elective. It is highly recommended that a teacher with RE/RC teach this class, as there will be a need to support and scaffold for the differentiated needs of all learners. All level 2 students must also be monitored with a PMP.	The curriculum for this class focuses on the Florida Language Arts Standards through research and inquiry utilizing American Reading Company Research Labs. Students in these classes should be monitored through ELA Quarterly Assessments. Level 2 students may also be monitored through SchoolPace.
ESOL Developmental Language Arts, or **DLA 1002181**	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.	Schools may purchase Language Workshop materials to support ELL students with the complex texts they will encounter in ELA. Rosetta Stone is also utilized to develop students' language skills. Students in this class should be monitored using the IRLA and SchoolPace.

Items to consider when initially placing a student:

- Student assessment history should be considered, including prior IRLA level, FSA level(s), and district quarterly check data. Students who demonstrate grade level proficiency in one of these data measurements, may not need an intensive reading course and may be served during schoolwide intervention or in their core ELA classroom.
- Students who score a Level 1 on FSA but who choose, or are placed in an elective other than

Accelerated Reading/Intensive Reading, **must** have a PMP, IEP, or be provided with intensive reading instruction by a teacher who has Reading Endorsement or Reading Certification.

- 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 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 skills for Yellow-Purple reading levels, and increase the number of 1:1 student conferences and/or small group instruction.
- When creating the master schedule, schools should consider a plan for flexible grouping, and 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 nearing or reaching grade level expectations moving to an elective with a reading focus such as research or critical thinking).

Students in 6-12 who receive speech/language, support facilitation, and/or ESOL 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.
- Assessment of foundational skills in order to determine needs for individualized instruction.
- Provision of Specially Designed Instruction in accordance with the students IEP.

Appendix A: Co-Teach Optional ELA/Reading Partnership Structure

What do schools need to consider to create this structure?

1. Scheduling
   - Level 1 and ESE students given a period of Accelerated Literacy *and* placed in an ELA class with an ELA teacher, Reading teacher and Support Facilitator
   - Level 2 students placed in an ELA class with **both** a Reading teacher **and** ELA teacher

2. Expectations for Co-Teach model
   - Reading teachers and Support Facilitators plan together with ELA teachers to create lessons, CFAs, differentiated supports, etc.
     - Students should be unable to tell who is the ELA or Reading teacher, or Support facilitator
   - Reading teachers are responsible for close monitoring of student growth indicated through IRLA, while ELA teachers are responsible for the close monitoring of quarterly check data. Both are responsible for triangulating this data with their CFA data and classroom observation/ongoing formative data.
     - Teachers will notate growth on growth spreadsheet on sharepoint
   - Support Facilitators defined as co-teachers who stay the entire class period, 100% of the time

3. Co-planning Period
   - Teachers have their planning together in order to create lessons that embed tier II &/or III interventions for students as needed based on formative and summative assessments

What supports do schools need to put in place for teachers to effectively collaborate within this structure?

1. One half day training during planning week to set the expectations and focus of the model
   - Co-Teach model defined
   - Discuss FSA Test Item Specifications & Question Stems
   - Review Curriculum Maps and resources for core, tier II, and tier III
   - Analyze Alignment with Text, Standards, and IEP if appropriate

2. Planning Days: one per quarter
   - Backwards planning
   - Building blueprint
   - Writing summative assessment

3. Common Planning Period
   - Writing CFAs based on curriculum maps and question stems
   - Data analysis
   - Instructional adjustments, including differentiation opportunities and tier II and/or III instruction

Please contact Evette Striblen and Rachel Hatten to inform the district support team of your choice to use this model so they may support the scheduling of this course and professional development supports.

Reading Course Decision Tree for 2019-2020

The following screeners can be used to help determine which placement best meets the needs of our students: FSA scores, IRLA data, district quarterly checks, comprehension checks, 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 10004101**	This course is intended for students who scored a Level 1 or 2 on the FSA *ESOL students should NOT be placed in Accelerated Literacy without data indicating a reading deficiency.	The curriculum for this class focuses on the Florida Language Arts Standards for Reading through Achieve3000 instructional materials **AND** text sets on MyLearning to support building knowledge in content connected to ELA topics. Students should be monitored through Achieve3000. However, students who score 400L or below in Achieve3000 must also be assessed with the IRLA. If students score in Wt or below on the IRLA, they must be provided with both lessons from Achieve3000 and lessons from the IRLA toolkits to provide foundational skill instructional support. In order for teachers to implement effective interventions, we recommend the class size be capped at 20:1.
Accelerated Reading AND Co-Teach Model **Intensive Reading 10004101 AND Intensive Reading Co-Teach Model 10004101T AND ELA course code for grade level**	This course in intended for students who score a Level 1 on the FSA *ESOL students should NOT be placed in Accelerated Literacy without data indicating a reading deficiency.	This model would be a period of the course above a period of the course below. In this model students would receive intensive supports in their Accelerated Reading class and in their ELA class with the curriculum listed above and below.
Intensive Reading Co-Teach Model 10004101T AND ELA course code for grade level	This course is intended for students who score a Level 2 on the FSA.	The curriculum for this class focuses on the Florida Language Arts Standards for Reading through a co-teach model (see appendix A for implementation expectations). Students should be monitored by the ELA teacher through ELA quarterly checks and comprehension checks; and the Reading teacher through Achieve3000. In addition, both teachers should be monitoring student growth through CFAs and triangulating all data points to determine instructional supports.

		In this instructional model, the Reading teacher and ELA teacher will **co-teach** to provide differentiated supports and tiered instruction. Students are enrolled in **both** ELA **and** Intensive Reading for the same period as they are receiving intensive supports **during** their ELA class with **both** an ELA teacher **and** a Reading teacher. Intensive Reading will be a non-credit earning course; attendance and grades will be recorded in students' ELA course so students can be enrolled in ELA and Intensive Reading simultaneously.
ESOL Developmental Language Arts, or **DLA 1002380**	This course is intended for students who have a ate of entry into a U.S. school (DEUS) of 2 years or less, 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.	Schools may purchase Language Workshop materials to support ELL students with the complex texts they will encounter in ELA. Rosetta Stone is also utilized to develop students' language skills. Students in this class should be monitored using the IRLA

Items to consider when placing a student:
- Student assessment history should be considered, including prior IRLA level, FSA level(s), and district quarterly check data. Students who demonstrate grade level proficiency in one of these data measurements, may not need an intensive reading course and may be served during schoolwide intervention or in their core ELA classroom.
- Students who score a Level 1 on FSA but who choose, or are placed in an elective other than Accelerated Reading/Intensive Reading, **must** have a PMP, IEP, or be provided with intensive reading instruction by a teacher who has Reading Endorsement or Reading Certification.
- 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 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 skills for Yellow-Purple reading levels, and increase the number of 1:1 student conferences and/or small group instruction.
- When creating the master schedule, schools should consider a plan for flexible grouping, and 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 nearing or reaching grade level expectations moving to an elective with a reading focus such as research or critical thinking).

Students in 6-12 who receive speech/language, support facilitation, and/or ESOL 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.
- Assessment of foundational skills in order to determine needs for individualized instruction.
- Provision of Specially Designed Instruction in accordance with the students IEP

Appendix A: Co-Teach Optional ELA/Reading Partnership Structure

What do schools need to consider to create this structure?

4. Scheduling
   - Level 1 and ESE students given a period of Accelerated Literacy *and* placed in an ELA class with an ELA teacher, Reading teacher and Support Facilitator
   - Level 2 students placed in an ELA class with *both* a Reading teacher and ELA teacher

5. Expectations for Co-Teach model
   - Reading teachers and Support Facilitators plan together with ELA teachers to create lessons, CFAs, differentiated supports, etc.
     - Students should be unable to tell who is the ELA or Reading teacher, or Support facilitator
   - Reading teachers are responsible for close monitoring of student growth indicated through Achieve30000, while ELA teachers are responsible for the close monitoring of quarterly check data. Both are responsible for triangulating this data with their CFA data and classroom observation/ongoing formative data.
     - Teachers will notate growth on growth spreadsheet on sharepoint
   - Support Facilitators defined as co-teachers who stay the entire class period, 100% of the time

6. Co-planning Period
   - Teachers have their planning together in order to create lessons that embed tier II &/or III interventions for students as needed based on formative and summative assessments

What supports do schools need to put in place for teachers to effectively collaborate within this structure?

4. One half day training during planning week to set the expectations and focus of the model
   - Co-Teach model defined
   - Discuss FSA Test Item Specifications & Question Stems
   - Review Curriculum Maps and resources for core, tier II, and tier III
   - Analyze Alignment with Text and Standards and IEP if appropriate

5. Planning Days: one per quarter
   - Backwards planning
   - Building blueprint
   - Writing summative assessment

6. Common Planning Period
   - Writing CFAs based on curriculum maps and question stems
   - Data analysis
   - Instructional adjustments, including differentiation opportunities and tier II and/or III instruction

Please contact Evette Striblen and Rachel Hatten to inform the district support team of your choice to use this model so they may support the scheduling of this course and professional development supports.

2019-2020 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 2019-2020 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:** Fox Hollow Elementary, Chasco Elementary, Hudson Elementary, Lacoochee Elementary, Pasco Elementary, Rodney B. Cox Elementary, West Zephyrhills 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:** Chasco and West Zephyrhills start at 9:40, Lacoochee, Hudson, Pasco, and Cox start at 8:40, Fox Hollow starts at 9:05.
2. **School dismal time:** Chasco, Fox Hollow, and West Zephyrhills end at 3:50, Lacoochee, Hudson, Pasco, and Cox end at 2:50.
3. **Total number of instructional minutes per day:** 370 minutes for Chasco, West Zephyrhills, Lacoochee, Hudson, Pasco, and Cox and 385 minutes for Fox Hollow.
4. **Minutes per day of reading instruction (must be at least 150):** 150

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.**

   Our additional hour of instruction is strategically scheduled during the school day. While students will not opt out of the normal school day, these students would not be a part intervention, but rather offered differentiated opportunities for growth. Differentiated practices would allow students to engage in DBQs, and problem-based learning enrichment tasks.

2. **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.**

All lowest 300 schools have a designated Literacy coach to support the ongoing professional development of the teachers and staff. There are also district ELA Curriculum Specialists assigned to these schools to support the growth and development of the school-based coaches and teachers. The teachers are all certified teachers. Principals monitor that the additional 60 minutes of reading instruction occurs, and instruction and intervention is also monitored by regular walkthroughs at these sites to capture data and provide supports where needed. Every single effort is made to employ teachers with an effective or highly effective evaluation. Currently our district is working to provide reading endorsement course work to all teachers who will provide intensive intervention so that they have the strongest literacy knowledge to make strong instructional decisions.

3. **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.**

Every L300 school has received Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) from the Collaborative Classroom to address students' foundational gaps and increase reading proficiency. This program utilizes a placement test to group students into their zone of proximal development and systematically works to build students foundational skill knowledge through explicit routines and practice, corrective feedback, and applies each lesson to text. We utilized this program last year for the first time and 4 of our lowest 300 schools came off the lowest 300 list. We also provide all schools with Teacher-Directed Pals, Heggerty Phonemic Awareness, and IRLA Foundational Skills Toolkits.

4. **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. Please

see the attached Tier 2 and Tier 3 Resource map that connects the interventions and monitoring tools.

5. **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, Heggerty Phonemic Awareness, 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 interventionists, 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. For interventions in foundational skills, instruction follows the Teach/Model, Practice with feedback, and Apply to text with monitoring and feedback cycle. In the program such as SIPPS, the monitoring and corrective feedback are built in. A typical SIPPS lesson includes: Phonological Awareness with Oral Blending, Phonics and decodable words, blending a mixed list with feedback, sight word instruction and practice, guided spelling with decodable words, high frequency words and sentence dictation (each stage students are given feedback and scaffolding if not correct), Reading a story and fluency practice. The SIPPS programs also has a built-in monitoring piece every 5 to 10 lessons with opportunity to go back and reteach what was not learned.

6. **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 Document-Based Questions (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.