Pasco County Schools

2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Mitchell, Lea Director, Office for Leading and Learning lmitchel@pasco.k12.fl.us 813-794-2644
Assessment	Jones, Peggy Director, Office for Accountability, Research and Measurement pejones@pasco.k12.fl.us
Elementary English Language Arts (ELA)	Royster, Roshonda Sr. Instructional Specialist- K-5 ELA rroyster@pasco.k12.fl.us
Secondary ELA	Hernandez, Cassie Sr. Instructional Specialist, 6-12 ELA crhernan@pasco.k12.fl.us
Third Grade Promotion	Lough, Courtney Sr. Instructional Specialist- Literacy Intervention and Achievement clough@pasco.k12.fl.us
Reading Endorsement	Varcardipone, Danielle Sr. Instructional Specialist, Reading Professional Development dvarcard@pasco.k12.fl.us
Reading Curriculum	Lough, Courtney Sr. Instructional Specialist, Literacy Interventions and Achievement clough@pasco.k12.fl.us
Summer Reading Camp	Lough, Courtney Sr. Instructional Specialist, K-12 Literacy Intervention and Achievement clough@pasco.k12.fl.us
300 Lowest-Performing Elementary Schools	Mitchell, Lea Director, Office for Leading and Learning lmitchel@pasco.k12.fl.us
Data Element	Lough, Courtney Sr. Instructional Specialist, K-12 Literacy Intervention and Achievement clough@pasco.k12.fl.us

Communication of Plan Information

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

The District will communicate the K-12 Reading Plan annually via their District website and will also provide all school administrators and instructional staff copies of the entire plan in Beginning of the Year Administrative and Staff Canvas Courses. Beginning of the year conference calls are hosted for all school leaders to review the contents of the K-12 reading plan and to share the specific actions and requirements in place to support teaching and learning of literacy in their schools. Through monthly teacher newsletters and quarterly professional development sessions reading leadership teachers, literacy coaches, classroom instructors and support staff receive ongoing communication, coaches resources and tools to support their efforts in implementing high quality literacy practices.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year
Kindergarten - % of Students "Ready" on FLKRS 60%

Goal for Plan Year
Kindergarten - % of Students "Ready" on FLKRS 70%

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

In order to ensure that there are high levels of readiness for kindergarten there is close partnership between early childhood programs and K-12 curriculum and instruction. Working collaboratively to strengthen instructional practices in early literacy as well as to implement plans that expand early learning programs is a top priority for the District.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	21	23	29	21	6	15	10	35	25	15
4	27	21	26	19	7	17	11	35	25	15
5	22	27	27	18	5	12	13	35	25	15
6	22	27	23	20	8	12	18	30	25	15
7	28	26	23	16	7	18	12	30	25	15
8	23	25	26	17	8	18	12	30	25	15
9	25	24	22	21	8	15	15	30	25	15
10	23	24	22	23	9	15	15	30	25	15

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

For each grade, K-2, increase the percentage of students currently scoring at or above grade level on NWEA- MAPS by 5% this year, from 57% to 65%.

District Budget for Research-Based Reading Instructions Allocation

Budget

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

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

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

The District prioritized supports for K-3 students by providing Learning Design Coaches who focus on literacy instruction, data analysis and problem solving process and implementation of ELA BEST Standards and high quality instructional materials. Additionally, funds for professional development in the science of reading, explicit, systematic phonemic awareness and phonics as well as Reading Endorsement courses are prioritized for teachers, ESE support facilitators, interventionists and other staff serving students in grades K-3. Finally, funds for instructional materials are prioritized to support K-3 instruction using evidence based intervention resources that support explicit, systematic instruction of foundations skills as well as supplemental supports for fluency, vocabulary and comprehension.

School Literacy Leadership Teams

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

The essential actions, goals and monitoring strategies for School Leadership teams are communicated in the District's annual Key Priorities Monitoring Guide. This document is shared at the beginning of the year in all principal meetings and a common slide deck, summary overview and guiding question protocol provided and expected for all School Leadership Team's meetings at the beginning of the year. School principals will be tasked with bringing back questions, wonderings and strategies developed by their leadership teams to monthly principal meetings and to routine data chats with assistant superintendents.

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

The roster of School Literacy Leadership Teams is communicated to the Director of the Office for Leading and Learning and the Chief Academic Officer.

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

Chief Academic Officer
School Assistant Superintendents
Directors Office for Leading and Learning, Office for Accountability Research and Measurement, Office for Student Support Programs and Services and Office for Early Childhood Programs.
Sr. Instructional Specialists for K-5, 6-12, Literacy Interventions and Achievement, Reading Professional Development and Endorsement Courses
Elementary and Secondary ELA curriculum specialists
Multi-tiered System of Support specialists
Program Coordinator for Professional Development and New Teacher Induction
Program Coordinator for Instructional Coaching
Sr. Supervisor Leadership Development and School Supports

Professional Development

Describe the reading professional development that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;

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

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

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

Professional development around the new B.E.S.T Standards as well as instructional strategies to successfully implement our new reading curriculum will be provided by the ELA Senior Instructional Specialists and Curriculum specialists. We will also offer professional development in the areas of Science of Reading, phonemic awareness, phonics, word study and spelling, fluency to help teachers to understand how to implement explicit and systematic foundational skill instruction. Professional development in text comprehension strategies and vocabulary will be embedded for teachers in the standards and new curriculum PD. We will continue to offer professional learning around multisensory instruction for instruction and intervention. While professional learning will be offered for interested teachers looking to grow their practice, we will differentiate by providing PD to schools by grade level or school as needed based on data and request. We also house recorded PD sessions on our PD HUB for teachers to continue to develop their own skills.

Literacy Interventionists and ESE support facilitators will engage in intensive learning experiences in explicit and systematic phonemic awareness and phonics instruction, specifically including multi-sensory strategies that are proven effective for students with substantial reading deficiency and/or dyslexic like tendencies.

Pasco county mentors complete an 18-hour Clinical Educator training. This FLDOE-developed credentialing training provides experienced teachers with specific knowledge, skills and tools to enable them to guide developing teachers in becoming effective educators. Areas of focus include planning and conducting observations, planning for and facilitating mentoring feedback sessions and assisting developing educators in creating and implementing specific plans as part of the professional growth process. These mentors also lead model classrooms and will be spending the year lifting the Model Classroom structure for our district.

Pasco county teacher meet weekly in PLCs to analyze instruction, data, and look for opportunities for growth. Teachers work together to deepen their understanding of the new B.E.S.T. Standards and understanding the Benchmark clarifications to ensure that each student is achieving success. Administration and coaches work to offer PLCs PD as needed based on data and student and teacher needs.

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

How are professional development requirements communicated to principals?

1. Principal Meetings
2 .Admin weekly newsletters
4. Admin Coaching Cycle Trainings
5. Pasco Key Priorities Monitoring Guide
6. Specialists that the support the coach and admin.
7. Summer Coaching Professional Learning

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

Charlotte Kralik, Professional Development Program Coordinator, Vaughnette Chandler- Sr. Supervisor Leadership Development and School Supports, Lea Mitchell- Director of Office for Leading and Learning, Vanessa Hilton- Chief Academic Officer, School Assistant Superintendents.

Charter Schools

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

Yes

Literacy Coaches

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

Coaches must possess the following:

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

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

- experience as successful classroom teachers;

- knowledge of evidence-based reading research;

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

- data management skills;

- strong knowledge base in working with adult learners;

- excellent communication skills; and

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

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

Coaches are used in every Pasco County School to improve student and staff outcomes. However, Pasco targets higher-risk schools with additional layers of support. Schools who fall under the state's differentiated accountability system receive the most support and more frequent district supports from content specialists, MTSS specialists, and work closely with the superintendent staff to monitor data, focus on continuous improvement efforts and support increased student outcomes in proficiency and growth. Each DA school has a full coaching team of 3-4 coaches who focus on content and elevating instructional practices.

Pasco assigns an intensive layer of support and additional coaching staff to schools who are on the state's lowest 300 list for literacy along with schools who perform at the bottom 30% when comparing all district schools (by level). Prioritization is based on school grade information and linked to outcomes on the FSA. These "Priority Schools" receive additional coaching allocations and intensive district supports from content area specialists (who both add a layer of support for content in addition to improved support for coaches in higher-need environments). Pasco Priority Schools typically have a learning design coach, an ELA Instructional Trainer Coach (ITC) and a Math ITC. Our learning design coaches and ELA ITC positions are required to have a reading endorsement and are funded through the K-12 Literacy funds

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

No files were uploaded

Literacy Coaches - Part B

Requirements of the Just Read, Florida! Coaching Model

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

    - administration and analysis of instructional assessments; and

    - providing differentiated instruction and intensive intervention.

- Model effective instructional strategies for teachers.

- Facilitate study groups.

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

- Coach and mentor teachers daily.

- Provide daily support to classroom teachers.

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

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

- Participate in reading leadership teams.

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

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

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

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

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

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

Yes

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

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

1. Principal Meetings
2. Coaching and Admin weekly newsletters
3. Job Descriptions
4. Admin Coaching Cycle Trainings
5. Pasco Coaching Expectations/Usage guidelines
6. Specialists that the support the coach and admin.
7. Summer Coaching Professional Learning

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

1. Monthly content coaching trainings (ELA/Math)
2. Pasco Coaching Conference (2x a year)
3. Coaching Cycle Trainings with Instructional Training Group
4. New and Aspiring Coach Trainings/CANVAS Courses
5. Coaching Power Hours (bi-weekly)
6. High needs schools receive coaching cohort support from district specialists

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

1. Program Coordinator for Instructional Coaching
2. District Coaching Leadership Team
3. District Content Specialists
4. District Senior Supervisors (content)

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

1. Coaching time usage 2x a year (survey)
2. Coaching Artifacts (real world coaching work reflections monthly)
3. Data is shared with coaching leadership team monthly
4. Monthly attendance shared with superintendent staff
5. Larger group data is shared at principal/AP meetings
6. Larger group data is shared at district during Planning Forward
7. Data is shared by level in principal meetings
8. Grant data around coaching shared as collected

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

1. Priority Support Team data reflections
2. Coaching strategy meetings (bi-weekly) with internal and external stakeholders
3. Coaching leadership team problem solving around data with coaching leadership subgroups are designed to tackle action planning, data reflection, and needs like communication, celebrations, and course corrections to address pain points.
4. Planning forward action planning and problem solving

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

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

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

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

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

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

Assessments

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

- the full name of the assessment;

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/ strand of standard is being assessed?	How often is the data being collected?
NWEA MAP	K-10th grade	Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FLKRS	Kindergarteners	Screener	Oral Language, Phonological Awareness, Phonics	Annually
FSA	3rd-10th grade	Summative	Vocabulary, Comprehension	Annually
CBM	K-11th grade	Formative Assessment, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month, Quarterly
DIBELS Next	K-5	Screener, Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month, Monthly, Quarterly, Annually

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

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

Lea Mitchell, Director Office for Leading and Learning and Dr. Peggy Jones, Director, Office for Accountability, Research and Measurement are the leads at the District level who are responsible for providing plan implementation oversight under the direct supervision of Vanessa Hilton, Chief Academic Officer. Along with the three leads of the project are a staff focused on K-12 Literacy curriculum and instruction, Reading Endorsement, Literacy Intervention and Summer Reading Camp, Professional Learning and Instructional Coaching. Each of these staff members works collaborative with school leaders, instructional coaches and teachers in implement quality literacy instructional practices. These members are also responsible for follow up coaching and support as needed.

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

All resources utilized and provided to teachers for students have undergone an extensive review to ensure that they are aligned with the quality indicators for high quality literacy instructional materials, Additionally all professional development in the science of reading and foundational skill instruction is grounded in evidenced-based practices.

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

Weekly PLC time is prioritized at every school site with a focus on analyzing common formative assessments as well as on-going progress monitoring information to adjust instruction, plan for intervention and create lessons that prioritize the standards that are essential for the unfinished learning.

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

The District is threading benchmark mini-lessons using ELA BEST Standards and Foundational skills standards into content based professional learning. Teachers across content areas will have the opportunity to see model lessons using literacy strategies and are provided time to intentionally plan for

literacy supports in their classroom. Additionally, through the early release professional learning series, teachers across content areas will analyze student writing in order to determine next steps instructionally both in the area of content mastery as well as writing and language standards. In addition to this work, we have purchased all titles from the Civic Booklist to provide to each of our schools and are providing professional development to stakeholder groups on the incorporation of these titles within their instruction.

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

After 30 days of instruction, a progress monitoring plan is put into place for students who are not currently meeting grade level expectations. Analysis of beginning of the year data along with historic and current performance data are considered when developing interventions that will be put into place for each student. The Progress Monitoring Plan (PMP) is developed with the student (where appropriate) and the parent/guardian. The plan is monitored using literacy assessments that target the specific area of need. Progress is communicated to families every 3.5 weeks with growth graphs and additional interventions provided as necessary.

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

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

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

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

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

Pasco County School's District Leadership uses a continuous improvement model to analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement. Each year beginning in January schools are asked to analyze student achievement data, complete student, parent and teacher surveys and reflect on professional development provided at the school and District level. After school's complete their Comprehensive Needs Assessment and Data Narrative, the District Leadership team takes the opportunity to visit with each's schools leadership team including administrators, coaches and teacher leaders to learn about specific site needs based on data and evidence. After all site visits are complete, the District Leadership Team analyzes trends, areas of strength, areas for improvement and areas for specific problem solving that are necessary to support schools.

Through this process all current programs and interventions are reviewed and refined and the teams work to identify elements in need of additional improvement and identify strategies, actions and resources that will support in increasing the literacy outcomes for students.

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

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

The following documents were submitted as evidence for this section:

20-21_K-12_CERP__Self-Reflection-_Pasco_(1).docx
Pasco Self-Reflection Tool
[Document Link](#)

School-Level Monitoring of Plan Implementation

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

What process is in place to ensure effective implementation?

During principal meetings principals will engage in data discussions to monitor implementation and quarterly data discussions (MAPS data). Schools with data and evidence of a need for additional support will meet monthly with school superintendent and school support team to monitor progress and adjust supports.

Who at the district level supports effective implementation?

Chief Academic Officer
Assistant Superintendents
Director for Leading and Learning
ELA Sr. Specialists
MTSS Specialists

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

Periodic walkthroughs using IPG tool.
Semi-annual reviews by assistant superintendents
School leadership team meetings to reflect on school-wide trends and to problem-solve barriers and next steps.
Priority Schools (schools identified as at risk based on local and state academic data) submit monthly academic data sheets which includes updated school actions to address any identified needs.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

Through quarterly, MOY, EOY reviews of the school success plan, principals and school leadership team reviews literacy data to determine progress towards the school goals.

Who at the district level supports effective implementation?

ELA Specialist team, K-12 Reading Interventionist, Director of Office of Leading and Learning, Chief Academic Officer, Assistant Superintendents

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

After weekly reading walkthroughs, the leadership team and coaches meet to discuss data trends and action steps.
School leadership team meetings to reflect on school-wide trends and to problem-solve barriers and determine next steps.
Use of monthly data sheets to guide the analysis of literacy needs, coaching support, and professional development.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

The school leadership team monitors school-level literacy data to ensure the effectiveness of core instruction.

PLCs engage in cycles that use common formative assessments to identify and develop action plans for students in need of Tier 2 intervention for grade level learning and standards.

School intervention teams (SIT) using district provided benchmark reading assessments to identify students in need of intense Tier 3 reading intervention. The SIT also supports the development and monitoring of remediation supports for significantly at-risk students

Who at the district level supports effective implementation?

Assistant Superintendents
MTSS Specialists
ELA Specialists

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

All schools utilize focus modules that track student interventions and student response to interventions

All schools' school leadership teams, school intervention teams, and teacher teams (PLCs) monitor the quality and effectiveness of interventions provided.

School teams review intervention products to ensure quality, and intervention walkthroughs using the district walk through form.

School teams review intervention products and observe the instruction provided during intervention to monitor successful implementation.

Priority Schools (schools identified as at risk based on local and state academic data) submit monthly academic data sheets which includes updated school actions to address any identified needs.

Summer Reading Camp

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

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

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

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

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

Yes

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

We used a triangulation of data when considering which students would be eligible to participate in our Reading Extended School Year program. We used multiple data points to project which students were at-risk of scoring a Level 1 on the FSA-ELA and considered which students had a substantial reading deficiency and have been receiving Tier 3, intensive reading interventions, which included basic, ESE and ELL students.

The district utilizes a Literacy Framework aligned to the instructional focus of SRC. The framework details instructional minutes allotted for the different components, along with resources, routines and ways to monitor progress. The instructional model starts with a Morning Meeting and Read Aloud to engage students, make SEL connections while strengthening language, vocabulary, and background knowledge, as well as modeling fluent reading; Knowledge Building through a complex text set around a topic focusing on close reading of the text to build strong content knowledge around a science/ social studies concept, and engage in collaborative conversation along with opportunities to engage in an independent Research Task and Writing (ARC Research Lab) in response to text-dependent questions; as well as spending ample time in Differentiated Instruction and Practice to accelerate reading growth grounded in evidence-based routines through SIPPS, and/or Lexia Core5.

Highly effective and reading endorsed/certified teachers will implement the following evidenced-based instructional materials during our ESY/Summer Reading Camp:

Lexia Core5- This program provides an initial placement test and is adaptive to meet the individual needs of each student. Lexia Core5 has strong evidence for accelerating growth with ESE and ELL students, as long as students meet the time recommendations and receive explicit-direct instruction by the teacher when they begin to struggle and engage in the skill builders (independent application). Students engage in practice and direct instruction, that is comprehensive and will attend to phonological awareness, phonics, structural analysis, automaticity/fluency, vocabulary and comprehension.

According to WWC Practice Guide, there is strong evidence to support providing intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Also, SIPPS meets Hattie's Strategy #31, Phonological Instruction (effect size .7).
SIPPS- This program is used as a comprehensive intervention in the areas of phonological awareness,

phonics, and sight words to build fluency and automaticity in word recognition. A placement test is administered so we know exactly which level and lesson a student needs to begin on. This program is very explicit, systematic and offers multisensory techniques to enhance each lesson. Student progress is monitored through SIPPS Mastery tests every 5-10 lessons.

American Reading Company Research Labs- This program is used to build knowledge and strengthen fluency, vocabulary, and reading comprehension using high quality, complex text sets. These students need practice reading complex text to build knowledge, understand language structures, notice and acquire academic and domain specific vocabulary, in order to strengthen reading comprehension. Students will utilize reading and writing connection to build expertise in science content through research and inquiry skills.

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

Will the district implement this option?

Yes

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

We used a triangulation of data when considering which students would be eligible to participate in our Reading Extended School Year program. We took into consideration where each student was along the developmental continuum of a reader when determining placement in a program that would support acquisition of skills in word recognition and language comprehension to build skilled, fluent readers with strong reading comprehension. We also considered what intervention and instructional materials were used during the regular instructional day, so we could offer an alternative option. Each student was provided explicit, systematic, and multisensory instruction each day of the program.

Highly effective and reading endorsed/certified teachers will implement the following evidenced-based instructional materials during our ESY program.

Lexia Core5- This program provides an initial placement test and is adaptive to meet the individual needs of each student. Lexia Core5 has strong evidence for accelerating growth with ESE and ELL students, as long as students meet the time recommendations and receive explicit-direct instruction by the teacher when they begin to struggle and engage in the skill builders (independent application). Students engage in practice and instruction, that is comprehensive and will attend to phonological awareness, phonics, structural analysis, automaticity/fluency, vocabulary and comprehension.

According to WWC Practice Guide, there is strong evidence to support providing intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Also, SIPPS meets Hattie's Strategy #31, Phonological Instruction (effect size .7).
SIPPS- This program is being utilized as a comprehensive intervention in the areas of phonological awareness, phonics, and sight words to build fluency and automaticity in word recognition. A placement test is administered so we know exactly which level and lesson a student needs to begin on. This program is very explicit, systematic and offers multisensory techniques to enhance each lesson. Student progress is monitored through SIPPS Mastery tests every 5-10 lessons.

According to WWC Practice Guides, there is strong evidence that supports explicit instruction to develop awareness of the segments of sounds in speech and how they link to letters. Heggerty also meets Hattie's Strategy #48, Direct Instruction (effect size .60).

Heggerty Phonemic Awareness- This program is being utilized with students across grade levels that are currently reading at a first grade level or below and have a phonological deficit. We administered a phonemic awareness screener to determine areas of need and then provide explicit, systematic, and multisensory instruction daily using a very structured routine to build automaticity in rhyming, onset and rime, phoneme isolation, phoneme/syllable blending and segmenting, and phoneme manipulation.

Teacher-Directed PALS- This program is being utilized with students that are in need of explicit and systematic instruction in letter sound correspondence, phonemic awareness concepts, high frequency words and decoding. Students are working on building automaticity in letter recognition, producing the primary sounds for each consonant and both short and long vowel sounds, blending and segmenting sounds and decoding.

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

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
598

Students who demonstrate a reading deficiency in grades K-2
652

Students who score Level 1 in grades 4-5
0

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)
59%

Students who demonstrate a reading deficiency in grades K-2
51%

Students who score Level 1 in grades 4-5
0%

Parent Support through a Read-At-Home Plan

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

The parents of students identified with a substantial deficiency in reading will participate in a Progress Monitoring Plan (PMP) conference and work with their child's teacher to create an individualized progress monitoring plan for improvement. During this meeting, the team will discuss the student's areas of growth as determined by relevant student data, identify tiered supports that will be used to provide targeted instruction based on the area(s) of need, and identify how the student's progress will be monitored. On-going communication with the parent will occur at a minimum quarterly via report cards, progress reports, and progress monitoring communications. An important component of the PMP meeting is providing parents with resources to support their child at home.

Parent Guides: Pasco County Curriculum Guides will be provided for the parent. These grade-level based curriculum guides communicate the purpose of the ELA B.E.S.T. Standards as well as grade-specific information about what their child will learn to do in the areas of reading, writing, and oral communication. These guides also include grade-specific activities and routines parents can complete with their child to support their progress and achievement in reading and writing. Additionally, the Just Read, Florida! Parent Guides will be provided for parents. These grade-specific parent guides provide:
additional understanding of the B.E.S.T. Standards and expectations for reading and writing
additional everyday activities and resources to support learning
suggested book lists based on the ELA B.E.S.T. Standards book list
supplemental reading options
conference tips that include suggested discussion prompts
a glossary of terms to help parents understand academic language

Resources: Parents will receive information on the Regional Educational Laboratory Program provided by the Institute of Education Sciences. This website provides activities and videos to support families with practicing foundational reading skills in grades K-3. Parents will also receive application information about reading scholarships from Step Up for Students. This Reading Scholarship opportunity is available for public students in grades 3, 4, or 5 who need additional reading support and meet additional qualification requirements. If eligible and scholarship spots remain, students can receive funding that can be used for a part-time tutor, after-school and/or summer reading programs, and instructional materials.

It is a goal of Pasco County Schools to ensure parents collaborate with teachers to make instructional decisions for their child and receive resources that may be utilized at home to support continued progress in the student's area(s) of need.

Who at the district is responsible for monitoring this requirement?

The Director of the Office for Leading and Learning, School leaders and the District Literacy team are responsible for monitoring the implementation of the District read at home plan and parent engagement strategy.

Assessment, Curriculum, and Instruction

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

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

How does the district support and monitor implementation?

The district utilizes a Literacy Framework that includes a dedicated, uninterrupted block of 90 minutes for all students. The framework details how many instructional minutes are allotted for Foundational Skills, Comprehension and Vocabulary (Heggerty-According to WWC Practice Guides, there is strong evidence that supports explicit instruction to develop awareness of the segments of sounds in speech and how they link to letters, SIPPS-https://www.collaborativeclassroom.org/wp-content/uploads/2018/02/Effectiveness-of-SIPPS-for-Students-with-Dyslexia.pdf, Lexia CorePlus-https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading-program-struggling-readers), Small group differentiated instruction, and Writing. This Framework also includes the instructional materials to be utilized during each component of the Reading Block and suggested Teacher and Student Actions. This Framework along with Instructional Pacing Guides will be provided to all teachers during Summer and 2021-2022 trainings and will be posted on the District's Elementary Learning Network. Teachers will also receive guided practice in lesson planning for a Module Launch during Summer and 2021-2022 trainings. During these trainings, teachers will see the process taken to prepare students for a module/lesson launch and have the opportunity to practice creating a lesson plan collaboratively and with feedback from their District support staff.

Principals conduct weekly walkthroughs utilizing the Instructional Planning Guide (IPG), District personnel alongside school-based staff conduct Priority walkthroughs utilizing the IPG, and monthly/quarterly data chats are completed by district and school-based staff. This data is provided to Assistant Superintendents and the Chief Academic Officer for additional progress monitoring

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

Chief Academic Officer
Director Office for Leading and Learning
Assistant Superintendents
ELA Sr. Specialists
MTSS Specialists

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

How does the district support and monitor implementation?

The District will utilize the HMH Into Reading series in grades K-5. The texts included in the program are high quality and engaging, as well as appropriately rigorous and organized to support knowledge building. The materials include questions, tasks, lessons, and practice that support building knowledge across domains and the development of reading, writing, speaking and listening, and critical thinking skills. Our Elementary Learning Network includes a Module Launch page that describes the knowledge students will attain by completing the module as well as details the connections between the reading module and science and social studies. This description was

crafted after careful unit planning across all content areas specialists to create common themes for each module/unit.

One component the Instructional Practice Guide (IPG) measures is teacher use of high-quality texts, specifically, whether the texts exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge. The IPG is used when Principals conduct weekly walkthroughs and District personnel alongside school-based staff conduct quarterly Priority walkthroughs. Monthly/quarterly data chats are also completed by district and school-based staff. This data is provided to Assistant Superintendents and the Chief Academic Officer for additional progress monitoring.

In addition to this work, we purchased titles from the Civic Booklist and prioritized the BEST ELA book list titles within our core programming and each of our schools and are provided PD to stakeholder groups on the incorporation of these titles within instruction. Along with materials that integrate the arts, science and social studies into literacy, 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 and leverage the resources from the Civics book lists and BEST ELA standards to support literacy development across content areas.

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

Assistant Superintendents
MTSS Specialists
ELA Specialists
Sr Instructional Specialist for K-12 Literacy Intervention and Achievement

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

How does the district support and monitor implementation?

The district utilizes a Literacy Framework that details how many instructional minutes are allotted for Foundational Skills, Comprehension and Vocabulary, Small group differentiated instruction, and Writing. This Framework also includes the instructional materials to be utilized during each component of the Reading Block and suggested Teacher and Student Actions. This Framework along with Instructional Pacing Guides will be provided to all teachers during Summer and 2021-2022 trainings and will be posted on the District's Elementary Learning Network.

Use of monthly data sheets to guide the analysis of literacy needs, coaching support, and professional development is provided by the school-based administrators and reported to District personnel.

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

Assistant Superintendents
MTSS Specialists
ELA Specialists
Sr Instructional Specialist for K-12 Literacy Intervention and Achievement

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

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

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

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

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

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

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

Pasco Literacy is dedicated to employing a multi-tiered system of support in order to provide each student with the necessary scaffolds and differentiated instruction to meet the demand of grade-level standards in Tier 1. Schools will use a system to analyze data, which will include a universal screener, diagnostic, formative, curriculum-based, and summative assessments to monitor growth and school teams will engage in problem-solving processes to monitor effectiveness of core instruction and intervention supports. A focus will be on early intervention and prevention beginning in pre-kindergarten, so each student has every opportunity.

Teacher teams will use data from curriculum-based assessments to identify students for Tier 2 and design and implement supplemental interventions targeting gaps in learning to increase students' ability to meet Tier 1 expectations. Tier 2 intervention is aligned to grade-level standards and provide students with opportunities to receive additional instruction, receive immediate feedback, increase practice opportunities and time in grade level work. Students will receive necessary scaffolds and support to access complex text to build knowledge and read, write, and speak about the topic and text under study.

Each student identified as having a substantial deficiency in reading and in need of Tier 3 intensive reading intervention/remediation, must be provided explicit, systematic and multisensory reading instruction and intervention strategies. In K-12, Florida B.E.S.T. standards for foundational skills will be monitored and each student with a deficit in phonemic awareness, phonics (decoding and encoding), oral language, and fluency will be in an intensive intervention with strong Evidence for ESSA. Tier 3 remediation is aligned to targeted foundational skills and provides students with the opportunity for increased time, intensity, and duration to accelerate reading growth in addition to Tier 1 and Tier 2 instruction.

All Pasco County schools will develop enrichment and intervention plans for all tiers in targeted content areas and/or grade levels that are effective for an increased percentage of students.

Pasco Literacy understands that literacy achievement is necessary and empowering for full participation in a democratic society. Intervention provides increased access and opportunity for all students to not only meet the demands of grade-level work, but to fully harness the power of literacy for enjoyment, enrichment, and lifelong learning.

How does the district support and monitor implementation?

District has a MTSS Guidebook to provide an infrastructure and systemic processes for implementation of a strong MTSS framework.

Ongoing monitoring of student data at the district and school level and development of action plan to provide school-based supports.

Collaborate with school teams to review and reflect on school artifacts, including list of students needing interventions, intervention plans, essential school action products, and data analysis.

FOCUS SSS Module for Academic Monitoring of Intervention Plans and Progress Monitoring Data

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

Chief Academic Office
Assistant Superintendents
Director, Office for Leading and Learning
MTSS Specialists
ELA Specialists
Sr Instructional Specialist for K-12 Literacy Intervention and Achievement

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

The Decision Trees must contain the following information:

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

- Target audience (grade level);

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

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

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

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

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

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

Pasco_K-12_Reading_Decision_Tree_21-22.pdf
Pasco County's K-12 Reading Decision Tree 21-22
[Document Link](#)

Identification of Students with a Substantial Reading Deficiency

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

We strive to have a balanced assessment system to monitor student literacy proficiency ongoing using screening, diagnostic, progress monitoring, curriculum based assessments, benchmarks, statewide assessment, and teacher observations to determine levels of support needed as part of our MTSS framework. Established cut points for FSA, NWEA and DIBELS are provided within the Reading Decision trees in order to support schools with the triangulation of the data. These metrics support the identification of a substantial reading deficiency. School intervention teams (SIT) use multiple pieces of data to identify students with substantial deficiencies in reading and in need of Tier 3 intensive reading intervention and remediation. Students with a substantial reading deficiency will be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan (PMP), or both. Students will be provided evidence-based explicit, systematic and multisensory reading interventions in the areas of oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Parents will be notified in writing and progress will be reported on a regular basis. This notification will include an explanation of the student's difficulty learning to read, area of focus, the intervention being provided, and progress monitoring data.

300 Lowest-Performing Elementary Schools

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

Yes

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

Our additional hour of instruction in literacy is strategically scheduled during the school day. While our students are not able to opt out of the normal day, the instruction for students is differentiated, this allows teachers to meet the needs of all learners. While some learners are receiving explicit interventions to close learning gaps, other students are provided opportunities to engage in additional deep learning through wide reading, DBQs, and inquiry and research projects.

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

Teachers providing instruction in reading are effective or highly effective according to their evaluations. Schools continue to support all teachers in acquiring their reading endorsement.

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

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

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

Our schools utilize a reading diagnostic to screen and progress monitor all students. We utilize FSA, district curriculum based assessments, and the diagnostic data to triangulate specific needs of students. For students in 3-5, who 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. Please see the attached Tier 2 and Tier 3 Resource map that connects the interventions and monitoring tools.

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 Lexia Core 5. School Intervention Teams will monitor the data of students and determine when intervention plans need to be revised. 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.

Our ELA modules are aligned to social studies and science topics and our teachers have additional resources on our LMS, Canvas, to support content knowledge development with resources such as Document-Based Questions for social studies and resources for teaching text annotation, Spotlight on Strategies for Science and accountable talk and collaborative structure resources. In addition to this work, we purchased titles from the Civic Booklist and prioritized the BEST ELA book list titles within our core programming and each of our schools and are provided PD to stakeholder groups on the incorporation of these titles within instruction. Along with materials that integrate math, science and social studies into literacy, 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 and leverage the resources from the Civics book lists and BEST ELA standards to support literacy development across content areas.