



2022-23 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, position title, email address, and phone number for each member of the district reading team. The Main District Reading Contact will be the Florida Department of Education's (FDOE) contact for the District K-12 Comprehensive Evidence-Based Reading Plan and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan.

Contact	Name, Title, Email, Phone
Main District Reading Contact	Mitchell, Lea Director, Office for Leading and Learning lmitchel@pasco.k12.fl.us 813-794-2256
Elementary English Language Arts (ELA)	Royster, Roshonda Sr. Instructional Specialist rroyster@pasco.k12.fl.us 813-794-2256
Secondary ELA	Hernandez, Cassie Sr. Instructional Specialists Secondary crhernan@pasco.k12.fl.us 813-794-2256
Reading Endorsement	Varcardipone, Danielle Sr. Instructional Specialist- Reading Endorsement dvarcard@pasco.k12.fl.us 813-794-2256
Reading Curriculum	Lough, Courtney Sr. Instructional Specialist- Literacy Intervention and Achievement clough@pasco.k12.fl.us 813-794-2256
Professional Development	Mitchell, Lea Director, Office for Leading and Learning lmitchel@pasco.k12.fl.us 813-794-2256
Assessment	St. Clair, Suzanne Supervisor, Accountability, Research and Measurement sstclair@pasco.k12.fl.us 813-794-2256
Data Element	Lough, Courtney Sr. Instructional Specialist- Literacy Intervention clough@pasco.k12.fl.us 813-794-2256
Summer Reading Camp	Hedgspeth, Kim Elementary Academic Coordinator kfoster@pasco.k12.fl.us 813-794-2256
Third Grade Promotion	Lough, Courtney Sr. Instructional Specialist-Literacy Intervention clough@pasco.k12.fl.us 813-794-2256
Multi-Tiered System of Supports (MTSS)	Porter, Larry Supervisor, Intervention Services laporter@pasco.k12.fl.us 813-794-2256
300 Lowest-Performing Elementary Schools	Lough, Courtney Sr. Instructional Specialist- Literacy Intervention clough@pasco.k12.fl.us 813-794-2256

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 53%

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 60%

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

We prioritize literacy as the foundation for all learning and the key to opportunity. Our actionable steps include:

- expanding early childhood options,
- implementing rigorous curriculum within a coherent literacy framework,
- growing as literacy leaders, and
- dedicating supports to early literacy classrooms.

Specifically, to continue to provide quality instruction for our youngest learners, we will expand our current early childhood program availability by providing Early Childhood Expansion Pilot programs to include two our District schools with the highest need. Recognizing we must continue to extend our reach across our community, we will continue to partnership with Early Learning Coalition and connect with private Pre-K providers. To support our existing Early Childhood programs, we will establish a Clear Vision for Quality Early Literacy Instruction. This vision will be communicated alongside actionable steps for implementation during District trainings for all stakeholders to ensure common and consistent understanding, language, and expectations associated with the Science of Reading. Recognizing that with an improved vision and expectations for our programs, we must provide the resources needed to support implementation. We will equip each school with the materials needed to truly implement ELA in each classroom. In addition to supporting core instruction, we will establish clear instruction and intervention processes that are implemented district wide. Lastly, to support instruction at home and continue our efforts to strengthen the school-home relationship, we will develop a toolbox of resources for schools to assist in hosting family literacy events and communicating about the importance of Early Literacy.

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	23	23	29	19	5	18	18	35	19	10
4	22	21	27	21	9	17	17	40	16	10
5	24	25	26	18	7	16	18	40	16	10
6	24	26	22	22	7	18	18	35	19	10
7	29	25	22	16	7	18	18	35	19	10
8	31	23	23	15	7	20	15	40	15	10
9	24	23	22	21	9	20	15	40	15	10
10	27	25	21	19	8	18	15	42	15	10

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, we will increase the percentage of students meeting grade level expectations in foundational and comprehension skills as measured by DIBELS and FAST. For Kinder we will increase from 61% to 65%, 1st grade will increase from 63% to 68% and 2nd grade will increase from 61% to 65% meeting core support expectations using DIBELS.

District Budget for Evidence-Based Reading Instruction Allocation

Budget

1	Estimated proportional share distributed to district charter		\$467,400.40
		FTE	2022-23
			\$467,400.40
2	Reading coaches assigned to elementary schools		\$1,892,639.00
		FTE	2022-23
		25.0	\$1,892,639.00
3	Reading coaches assigned to secondary schools		\$0.00
		FTE	2022-23
			\$0.00
4	Intervention teachers assigned to elementary schools		\$0.00
5	Intervention teachers assigned to secondary schools		\$0.00
6	Supplemental materials or interventions for elementary schools		\$369,401.20
		FTE	2022-23
			\$369,401.20
7	Supplemental materials or interventions for secondary schools		\$96,778.85

		FTE	2022-23
			\$96,778.85
8	Intensive interventions for elementary students reading below grade level		\$571,222.15
		FTE	2022-23
			\$571,222.15
9	Intensive interventions for secondary students reading below grade level		\$405,222.15
		FTE	2022-23
			\$405,222.15
10	Professional development		\$451,982.60
		FTE	2022-23
			\$451,982.60
11	Helping teachers earn the reading endorsement		\$113,644.30
		FTE	2022-23
			\$113,644.30
12	Summer reading camps		\$305,713.35
		FTE	2022-23
			\$305,713.35
13	Additional hour for 300 lowest-performing elementary schools		\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.		\$0.00
		Total:	\$4,674,004.00

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.

In July of 2022, K-12 reading teachers will deepen their understanding of the ELA B.E.S.T. Standards and how to intentionally plan for instruction through continued professional development (PD) on the ELA B.E.S.T. Standards. This PD will include in-depth training about the four strands: Foundational Skills, Reading, Communication, and Vocabulary. A separate training will be provided for K-5 teachers on explicit, systematic, multisensory foundational skills instruction, with an emphasis on planning for differentiated instruction. We will also continue to offer the Structured Literacy Through a Multi-sensory Approach Online Professional Learning Course in the 2022-2023 school year. These Foundational Skills trainings will be offered in July 2022 and will be embedded within the Elementary PD sessions offered in the 2022-2023 school year. Text comprehension strategies will also be embedded in the K-12 PD sessions on guided, grade level planning that are set to begin in July 2022. These PD sessions will also be embedded within the K-12 PD sessions offered in the 2022-2023 school year.

Teachers, coaches, and leaders will take part in the standards in action within their curricular resource using the Instructional Planning Guide (IPG) and the Literacy Frameworks for side-by-side lesson planning that include common formative assessment opportunities.

PLCs will attend PD together beginning in July with learning focusing learning on the PLC teaching and assessing cycle and looking at student work.

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.

Grade Band Leads and teachers/coaches identified as myBESTLitLeaders (a designation received after completing district-based B.E.S.T. Standards coursework) will serve as mentor teachers and receive bi-weekly learning sessions, access to model lesson videos, weekly office hour support, and coaching to support their role as mentor teachers. Additionally, 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.

Pasco county teachers 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.

1. Principal Meetings
2. Admin weekly newsletters
3. Admin Coaching Cycle Trainings
4. Pasco Key Priorities Monitoring Guide
5. Specialists that the support the coach and admin.
6. Monthly and 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 Superintendent

Charter Schools

Charter schools must utilize their proportionate share of the evidence-based reading allocation in accordance with Sections 1002.33(7)(a)2. a. and 1008.25(3)(a), F.S. All intensive reading interventions specified by the charter must be delivered by a teacher who is certified or endorsed in reading.

Does the district ensure charter schools will utilize their proportionate share of the evidence-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! literacy coach 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 with the lowest levels of proficiency. 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: 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. 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?
FAST - Cambium	All students grade 3-10	Progress Monitoring	Vocabulary, Comprehension	3 x A Year
DIBELS	All Students K-5	Screener, Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly, Quarterly, 3 x A Year
Lexia	All students grades K-10 demonstrating a significant deficiency in reading	Screener, Progress Monitoring	Oral Language, Phonological Awareness, Phonics, Fluency	Weekly
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
End of Unit Assessment	All students grades 6-10	Formative Assessment	Vocabulary, Comprehension	Monthly
WIDA	K-12	Screener, Progress Monitoring	Oral Language, Vocabulary	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 collaboratively 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 will support demonstration classrooms with a focus on ELA BEST Standards and Foundational skills. Teachers across grades and literacy courses will have the opportunity to see model lessons using literacy strategies and are provided time to intentionally plan for literacy support in their classroom. Additionally, through the content professional learning series, teachers across grades and literacy courses 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 monthly 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 on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

- Analyze elements of the district's plan, including literacy leadership, literacy coaching, standards, curriculum, instruction, intervention, assessment, professional learning and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level;
- Identify elements in need of improvement and evidence-based strategies to increase literacy outcomes for students; and
- Analyze the effectiveness of interventions implemented in the prior year.

Describe how the district's K-12 Reading Plan has been revised to improve literacy outcomes for students based upon the analysis conducted as part of the District K-12 CERP Reflection Tool.

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 school's 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.

School-Level Monitoring of Plan Implementation

School-level Reading Plan 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?

Professional Learning Communities (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

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

Weekly reading walkthroughs by administrators - Part B

What process is in place to ensure effective implementation?

The School Leadership Team (SLT) monitors school-level literacy data to ensure the effectiveness of core instruction. Weekly learning walks, classroom walkthroughs and observations are conducted by school leaders and trends and data are shared with SLT for additional instructional and professional development planning.

Who at the district level supports effective implementation?

Chief Academic Officer
School Superintendents
Director, Office for Leading and Learning
Sr. Instructional Specialists
District curriculum specialists

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

All SLTs, SITs, and PLCs monitor the quality and effectiveness of interventions provided. Additionally, all schools' high impact instruction is monitored through a District-wide walkthrough process that occurs in the fall and spring.

Use of data to determine interventions and support needs of students - Part C

What process is in place to ensure effective implementation?

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?

Chief Academic Officer
Director, Office for Leading and Learning
School superintendents
Sr. Instructional specialists
Curriculum specialists
Supervisor of intervention services

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

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 components include:

Morning Meeting and Read Aloud to engage students and focus on strengthening language, vocabulary, and background knowledge and 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. Independent Research Task and Writing (ARC Research Lab) in response to text-dependent questions;

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 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.

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. SIPPS has moderate level of evidence based on the ESSA levels of evidence.

American Reading Company Research Labs- This program leverages practices that are rated with strong and moderate evidence for effectiveness in the IEP practice guide for intervening with students in grades K-3. The practices of teaching students to decode words, analyze word parts, and write and recognize words (strong evidence) as well as ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence) are the foundation for the program and are included in the daily lessons and practice.

The IES Practice Guides contains recommendations that have strong or moderate evidence and pertain to the use of the ARC Research Labs.

-Teach students how to use reading comprehension strategies Level of evidence: Strong Evidence

=Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content Level of evidence: Moderate Evidence

=Establish an engaging and motivating context in which to teach reading comprehension Level of evidence: Moderate Evidence

-Teach students to use the writing process for a variety of purposes. Strong Evidence

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?

No

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

NA

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.)

1,326

Students who demonstrate a reading deficiency in grades K-2

0

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.)

100%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

0%

Family Engagement through a Read-At-Home Plan

In accordance with Section 1008.25(5)(c), F.S., parents of students identified with a substantial deficiency in reading must be provided a read-at-home plan that the parent can use to help with reading at home.

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.

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: The District has created a Pasco County's Read-at-Home Plan... 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, Small Group Differentiated Instruction, and Writing. This Framework also includes the instructional materials to be utilized during each component of the Literacy Block and suggested Teacher and Student Actions.

SIPPS-<https://www.collaborativeclassroom.org/wp-content/uploads/2018/02/Effectiveness-of-SIPPS-for-Students-with-Dyslexia.pdf>, Lexia Core5- <https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading-program-struggling-readers>.

This Framework, along with Instructional Pacing and Curriculum Guides, will be provided to all teachers during 2022-2023 trainings and will be posted on the District's Elementary Learning Network. Teachers will continue to receive guided practice in lesson planning for a Module Launch during Summer and 2022-2023 trainings. During these trainings, teachers will see the process taken to prepare students for a module/lesson launch and practice creating a lesson plan.

Principals conduct weekly walkthroughs utilizing the Instructional Practice 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 utilizes 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, knowledge maps, and practice opportunities 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 Small Group Differentiated Instruction and Independent Practice. This Framework also includes the instructional materials to be utilized during the 40-45 minutes of Differentiated Instruction and suggested Teacher and Student Actions. We will continue to provide professional learning for teachers, coaches, and administrators to strengthen understanding of differentiated instruction and how to use data to intentionally plan for explicit, systematic, and multisensory instruction for Tier II which will include extension opportunities.

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, diagnostic, 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, differentiated instruction, and corrective feedback; 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);
- **Supplemental Instruction/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 corrective feedback; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** 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 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel 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 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 provides 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 (Every Student Succeeds Act). 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 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 support.

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
Supervisor of Intervention Services

Assessment/Curriculum Decision Trees - Part C

Requirements

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-12. 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, progress monitoring, diagnostic, 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, what intensive reading interventions will be used, how the intensive reading interventions are provided, and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading and include a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Tier 1

Core Instruction:

- *is standards-aligned;*
- *builds background and content knowledge;*
- *provides print-rich, systematic, scaffolded, differentiated instruction, and corrective feedback;*
- *incorporates writing in response to reading;*
- *includes accommodations (IEP, ESOL, or 504);*
- *incorporates the principles of Universal Design for Learning; and*
- *includes specially designed instruction for students with disabilities.*

Grade Levels: K-5

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Students meet the following criteria at the beginning of the school year:

If: The Student Score Indicates “Proficient or Above” on the following assessments:

HMH Module Assessment- Proficient

GRK-FLKRS STAR Early Literacy- Scaled Score 500 and above

K-2 F.A.S.T. Renaissance Learning

3-5 F.A.S.T. Cambium Assessment Incorporated (CAI)

2022 FSA-ELA Achievement Levels 3-5

WIDA Access Overall Score 4.0 or higher

DIBELS Core Support

THEN TIER 1 Only

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

According to EdReports, the instructional materials HMH Into Reading, Grades K through 2, meet the expectations of alignment and usability. 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 students' development of reading, writing, speaking, and listening, and beginning to think critically. Materials include foundations for students to study topics and develop research habits, as well as practice speaking and writing about different topics. Implementation and usability will support teachers to assure students meet grade level goals meet the criteria of Gateway 3.

HMH Into Reading, Grades 3 through 5, meet the expectations of alignment and usability. 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 students' development of reading, writing, speaking, and listening, and beginning to think critically. Materials include foundations for students to study topics and develop research habits, as well as practice speaking and writing about different topics. Implementation and usability will support teachers to assure students meet grade level goals meet the criteria of Gateway 3.

HMH Into Reading is currently on the 2020-2021 K-12 English Language Arts Instructional Materials Adoption List.

Progress Monitoring

Assessment & Frequency

HMH Module Assessments

Grade Levels: K-5

Progress Monitoring

(Curriculum-based assessments)
End of each module

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Students meet expected proficiency

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Partially proficient on HMH Module Assessments

How is the effectiveness of Tier 1 instruction being monitored?

Administrative and District Walkthrough, monitoring of school and district data

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

School Leadership Teams and Professional Learning Communities meet monthly to review data and problem solve around Tier 1 data

District will analyze school level data and risk levels three times a year through NWEA MAP Growth K-5.

How is the effectiveness of Tier 1 curriculum being monitored?

Administrative and District Walkthroughs

Instruction aligned to district scope and sequence

PLC Documentation

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

When need is determined, professional development will be provided along with side-by-side coaching by school-based coach and/or support from ELA curriculum specialist.

How is instruction provided to students who receive instruction through distance learning?

Daily live lessons and one-on-one conferences will be provided to students receiving instruction through distance learning (Bell to bell schedule)

Teachers will provide office hours for support.

Core curriculum and lessons will be accessible through our Learning Management System- Canvas

Grade Levels: 6-12

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

The Student Score Indicates “Proficient or Above” on the following assessments:

MH Unit Assessments- Proficient

2022 FSA Level 3 or higher

GR 6-10 F.A.S.T. Cambium Assessment Incorporated (CAI)

THEN TIER 1 Only

Core Curriculum

Please indicate your core curriculum and how its use by the students served is supported by strong evidence, moderate evidence, or promising evidence.

StudySync 2021 Grades 6-12 materials meet the expectations of alignment to the ELA B.E.S.T. standards. Texts included are engaging and appropriate for the grade level. The materials include instruction, practice, and authentic application of reading, writing, speaking and listening, and language work that is engaging and at an appropriate level of rigor for the grade. The usability components of the program are supportive of teachers' abilities to implement with fidelity.

MMH StudySync is currently on the 2020-2021 K-12 English Language Arts Instructional Materials Adoption List.

Tier 1 universal core instruction and prevention supports are provided to all students. In Tier 1, each student is provided with the necessary scaffolds and differentiation to achieve grade-level academic standards and benchmarks. Students who are proficient are provided with enrichment and extension opportunities.

Tier 1

is standards-aligned

builds background and content knowledge, motivation

provides print rich, systematic, scaffolded, and differentiated instruction

incorporates writing in response to reading

includes accommodations (IEP, ESOL or 504)

incorporates the principles of Universal Design for Learning

includes specially designed instruction for students with disabilities

Progress Monitoring

Assessment & Frequency

MH StudySync Unit Assessments (End of Quarter)

Grade Levels: 6-12

Progress Monitoring

Performance Criteria that indicates Tier 1 is sufficient for at least 80% of students

Students meet expected proficiency

Performance Criteria that prompts the addition of Tier 2 interventions for students not meeting the expectation/benchmark

Partially proficient on End of Unit Assessments

How is the effectiveness of Tier 1 instruction being monitored?

Administrative and District Walkthroughs, monitoring of school and district data

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?

School Leadership Teams and Professional Learning Communities meet monthly to review data and problem solve around Tier 1 data

District will analyze school level data and risk levels monthly for college and career readiness demonstrated within interim assessments.

How is the effectiveness of Tier 1 curriculum being monitored?

Administrative and District Walkthroughs

Instruction aligned to district scope and sequence

PLC documentation

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum? Provided to distance learning students?

When need is determined, professional development will be provided along with side-by-side coaching by school-based coach and/or support from ELA curriculum specialist.

How is instruction provided to students who receive instruction through distance learning?

Daily live lessons will be provided to students receiving instruction through distance learning (Bell to bell schedule)

Teachers will provide office hours for support.

Core curriculum and lessons will be accessible through our Learning Management System- Canvas

[enter grade levels]

Tier 2

Supplemental Instruction/Intervention:

- *is standards-aligned;*
- *address gaps and reduce barriers to students' ability to meet Tier 1 expectations;*
- *provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills;*
- *are matched to the needs of the students;*
- *provide multiple opportunities to practice the targeted skill(s) and receive corrective feedback;*
- *occurs during time allotted in addition to core instruction; and*
- *includes accommodations (IEP, ESOL, or 504).*

Grade Levels: K-5

IF Student meets the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used)

Tier 2 interventions are supplemental to Tier 1 instruction, take place during flexible instructional time identified at the school level, which may be inside of the identified Tier 1 instructional time block or outside of this time block. Tier 2 interventions are

Tier 2 Interventions:

Focus on essential, grade level standards and benchmarks

address gaps and reduce barriers to students' ability to meet Tier 1 expectations

provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills

are matched to the needs of the students

provide multiple opportunities to practice the targeted skill(s) and receive feedback

occurs during time allotted in addition to core instruction

includes accommodations (IEP, ESOL or 504)

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

HMH Read and Respond Journals

Assessment & Frequency

CFAs

Ongoing

Performance Criteria to discontinue Tier 2 interventions

Meets grade level proficiency

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Meets grade level proficiency

Performance Criteria that prompts the addition of Tier 3 interventions

Partially proficient on HMH Module Assessment

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

HMH Word Studio

Assessment & Frequency

Progress-Monitoring Assessments

Performance Criteria to discontinue Tier 2 interventions

Use set decision rules for administering and scoring

Meets grade level norms/proficiency

Grade Levels: K-5**Progress Monitoring****Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**

Partially proficient on HMH Module Assessment

Performance Criteria that prompts the addition of Tier 3 interventions

Unsatisfactory performance on HMH module assessments

Progress Monitoring**Tier 2 Programs/Materials/Strategies & Duration**

Lexia Core5 provides differentiated literacy instruction for students of all abilities in grades K–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

Assessment & Frequency

Lexia Core5 Placement Test

Ongoing monitoring of usage, unit, skills and level completion indicate progress

A student with 80-100% is on-target for meeting grade-level benchmarks

Performance Criteria to discontinue Tier 2 interventions

A student with 80-100% is on-target for meeting grade-level benchmark

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

When student is at 31-79%, they are at some risk of not meeting grade-level benchmarks

Performance Criteria that prompts the addition of Tier 3 interventions

More than 1 year below grade level, Level 1 on FSA ELA, screening and diagnostic assessment data determines a need

Lexia- 1-30% at high risk for not meeting grade-level benchmarks

Progress Monitoring**Tier 2 Programs/Materials/Strategies & Duration**

Heggerty Phonemic Awareness Curriculum (K-1) Daily 10 minutes

Assessment & Frequency

Heggerty BOY, MOY, EOY Assessmen

Performance Criteria to discontinue Tier 2 interventions

9+ on each indicato

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

8 or less in one or more criteria

Performance Criteria that prompts the addition of Tier 3 interventions

5 or below in one or more criteria

Progress Monitoring**Tier 2 Programs/Materials/Strategies & Duration**

Teacher Directed PALS (K) Daily for 20-30 minutes with explicit instruction and monitoring

Grade Levels: K-5**Progress Monitoring****Assessment & Frequency**

Ongoing monitoring as indicated within the lesson

Performance Criteria to discontinue Tier 2 interventions

Know all letters and sounds

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

struggles to name the letters and the corresponding sounds

Performance Criteria that prompts the addition of Tier 3 interventions

By, December the student knows less than 20/52 letters and less than 15 sounds

Number of times per week intervention provided

2-3 times per week

Number of minutes per intervention session

20-45 minutes

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

School Leadership Team meets to review data with PLCs on a biweekly basis, to discuss current data that is available to adjust groups and determine if students' needs have changed. Develop a list of students in need of Tier 2 interventions.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

According to EdReports, the instructional materials HMH Into Reading, Grades K through 2, meet the expectations of alignment and usability. 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 students' development of reading, writing, speaking, and listening, and beginning to think critically. Materials include foundations for students to study topics and develop research habits, as well as practice speaking and writing about different topics. Implementation and usability will support teachers to assure students meet grade level goals meet the criteria of Gateway 3.

HMH Into Reading, Grades 3 through 5, meet the expectations of alignment and usability. 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 students' development of reading, writing, speaking and listening, and beginning to think critically. Materials include foundations for students to study topics and develop research habits, as well as practice speaking and writing about different topics. Implementation and usability will support teachers to assure students meet grade level goals meet the criteria of Gateway 3.

Grade Levels: K-5

HMH Into Reading is currently on the 2020-2021 K-12 English Language Arts Instructional Materials Adoption List.

Lexia Core 5- <https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading-program-struggling-readers>

The impact of Core5 was examined in a cluster-randomized study of five schools in the greater Chicago metropolitan area. The study focused on 116 students in grades K-5 receiving special education support for reading difficulties. Students received “push-in” and/or “pull-out” support from a special education teacher. After 1 year, students who used Core5 had significantly higher MAP scores compared to a control group (ES = +0.23), qualifying it for an ESSA “Strong” rating.

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- Reading problems can be prevented if all students are trained in letter-sound skills and phonological awareness, starting in kindergarten. (Equipped for Reading Success, Kilpatrick 2016) 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.

Teacher Directed PALS: For students who experienced difficulty in learning to read, research points to the need to provide instruction that includes provisions for readers to develop phonemic awareness, letter knowledge, and the skills required to combine phonetic decoding strategies with contextual constraints in order to accurately identify novel words in print (National Research Council, 1998; Share & Stanovich, 1995). Three qualifying studies have evaluated PALS in first grade. Two of the three found significant positive effects on Woodcock scales which qualified PALS for the ESSA “Strong” category, and for the “Solid Outcomes Rating” (at least two studies with effect sizes of at least +0.20).

How are Tier 2 interventions provided to students who receive interventions through distance learning?

All resources are available digitally, so teachers can host more frequent small group interventions through live lessons via Zoom. Students will have print and/or digital access to text and resources during distance learning. Teachers may provide video lessons for additional review/instruction on concepts and provide more frequent one-on-one conferences.

Grade Levels: 6-12**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

If: The Student Score Indicates “At Risk” Reading Proficiency on the following assessments:

MH Unit Assessments- Partially Proficient

GR 6-10 F.A.S.T. Cambium Assessment Incorporated (CAI)

2022 FSA Level 2

WIDA Access Overall Score 2.1-3.9

THEN TIER 1 Instruction and TIER 2 Interventions**Progress Monitoring****Tier 2 Programs/Materials/Strategies & Duration**

Each MH unit theme, essential question, texts, lessons, and other components combine to create an integrated approach to learning that blends instruction across listening, speaking, reading, writing, and thinking.

Spotlight Skill Lessons

Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they’ll be applying and watch a Concept Definition video in which students define and break down the key components of a skill or strategy.

ELL Resources target language development and enhance student understanding of the themes, ideas, and skills in each unit with 20 lessons differentiated by proficiency level.

Assessment & Frequency

MH StudySync Unit Assessments
(End of Quarter)

F.A.S.T. Progress Monitoring (BOY, MOY, EOY)
6-10 Cambium Assessment Incorporated (CAI)

Performance Criteria to discontinue Tier 2 interventions

Meets expectations/proficient on MH sStudyync Unit Assessments

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

Below expectations on MH StudySync Unit assessments and/or below level as measured by FAST assessments

Performance Criteria that prompts the addition of Tier 3 interventions

Far below or does not meet expectations as measured by FAST assessments

Progress Monitoring**Tier 2 Programs/Materials/Strategies & Duration**

APEX/Edmentum Standards-Based Intervention

Assessment & Frequency

Tutorials are assigned after students do not meet grade level expectations on standards-based end of unit assessments

Grade Levels: 6-12

Progress Monitoring

Performance Criteria to discontinue Tier 2 interventions

70% or higher proficiency on standards-based probes and tutorials

Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction

50-70% on standards-based probes and tutorials

Performance Criteria that prompts the addition of Tier 3 interventions

49% or below after repeated attempts on standards-based tutorials

Number of times per week intervention provided

3-5

Number of minutes per intervention session

20-30, or as directed by program

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

School Leadership Team meets to review data with PLCs on a biweekly basis, to discuss current data that is available to determine the next best supports and determine if students' needs have changed. Develop a list of students in need of Tier 2 interventions. MTSS team and ELA specialists

PLCs meet weekly to plan coherent Tier 2 intervention instruction based on the ongoing progress monitoring data.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

There is moderate evidence to support StudySync regarding the integration of writing and reading to emphasize key writing features noted here. Explicit comprehension and critical thinking instruction within content-oriented lessons include students making the read-write connection on timely, relevant, and real-world issues. With these assignments, students are challenged to think critically on relevant topics.

The need exists for explicit instruction in comprehending complex texts in many disciplines and in critical thinking. Substantial evidence supports the need for explicit instruction both in comprehending complex texts and in critical thinking (Johnson and Freedman, 2005; Kamil, et al., 2008).

Explicit instruction refers to the intentional design and delivery of information by the teacher to the student. It includes (1) the teacher's modeling or demonstrating the skill or strategy; (2) the students

Grade Levels: 6-12

receiving a structured and substantial opportunity to practice and apply the new skills and knowledge under the teacher's direction and guidance; and (3) the students having frequent opportunity for feedback.

- Comprehension strategies are cognitive, or reasoning strategies used when readers encounter barriers to their comprehending reading materials. The goal of explicit instruction in comprehension is the achievement of competent and self-regulated reading (NRP, 2000).
- Critical thinking is the ability to use logical thinking, analysis, comparison, and contrast, questioning, evaluation, and summarizing (Johnson and Freedman, 2005); it is considered a "habit of mind" (Meier, cited in Johnson and Freedman, 2005).

Direct Instruction- Direct instruction, Hattie Strategy #48 (effect size .60)

When students can think critically, that is, to ask questions, evaluate texts from various literary perspectives, make connections to their lives and to the world, they are using high-level skills to comprehend. This type of thinking means, too, that elements of higher-order comprehension, such as being able to monitor one's understanding or to choose reading strategies, are being enlisted in real time reading situations, thereby enabling students to work more productively from minute to minute.

How are Tier 2 interventions provided to students who receive interventions through distance learning?

All resources are available digitally, so teachers can host more frequent small group interventions through live lessons via Zoom. Students will have print and/or digital access to text and resources during distance learning • Teachers may provide video lessons for additional review/instruction on concepts

Tier 3

Intensive, Individualized Instruction/Intervention:

- *is targeted instruction based on student need;*
- *provides small group or one-on-one instruction;*
- *includes accommodations (IEP, ESOL, or 504);*
- *includes more frequent progress monitoring than Tier 1 instruction and Tier 2 interventions; and*
- *ensures additional **time allotted is in addition** to core instruction and Tier 2 interventions.*

All Tier 3 interventions must be provided by a teacher who is certified in reading or has the reading endorsement.

Grade Levels: K-5**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Tier 3 interventions and remediation are intensive in frequency, number of minutes per session, student-to-teacher ratio, progress monitoring, and specificity of skill focus. Each student identified as having a substantial deficiency in universal academic skills is provided with intensive Tier 3 interventions and remediation.

Tier 3 intensive intervention:

explicit, systematic, and multisensory

small group (up to 3 students or individual)

accommodations (IEP, ESOL, or 504)

more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions

time allotted is in addition to core instruction and tier 2 interventions

intervention provided by reading endorsed or reading certified teacher

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

DIBELS 8th Edition for Progress Monitoring

Assessment & Frequency

PSF, NWF, WRF, ORF every two weeks & Maze

Performance Criteria to discontinue Tier 3 interventions

Student scores strategic or core on grade level probes

Performance Criteria indicating continuation of Tier 3 interventions

Student scores strategic or intensive on grade level probes

Performance Criteria that prompts intensified Tier 3 interventions

Student continually scores intensive on grade level probes and does not make progress when below grade level probes are administered.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS)
Daily 30 minutes

Assessment & Frequency

SIPPS Placement Test
SIPPS Mastery Tests every 5-10 lessons

Performance Criteria to discontinue Tier 3 interventions

1st- Complete Beginning

Grade Levels: K-5**Progress Monitoring**

2nd- Complete through Extension
3rd-5th Program Completion based on entry point.

Performance Criteria indicating continuation of Tier 3 interventions

More than 1 year below grade level, Level 1 on FSA ELA, screening and diagnostic assessment data determines a need for intensive supports

Performance Criteria that prompts intensified Tier 3 interventions

If after 4-6 weeks of intensive intervention the progress monitoring data demonstrates no growth or lack of response AND scores still fall within the intensive and/or more than 1 year below level range.

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

Lexia Core5 provides a systematic and structured approach to the six areas of reading, from phonological awareness to comprehension. Students are automatically placed at the proper level and work independently to develop their skills in the six areas of reading. The program provides explicit, systematic, and adaptive learning, scaffolding students as they struggle and advancing them to higher levels as they demonstrate proficiency. If the student struggles within the explicit instruction, the teacher is notified and provided with the data and resources for direct instruction on that particular sub-skill.

Since Lexia Core5 is a digital program, all students have access to engage in the lessons and practice at home, as well as complete assigned skill builders to reinforce concepts and skills being taught during direct classroom instruction.

Assessment & Frequency

Lexia Core5 Placement Test
Ongoing monitoring of usage, unit, skills and level completion indicate progress
A student with 80-100% is on-target for meeting grade-level benchmarks.

Performance Criteria to discontinue Tier 3 interventions

When student is at 31-79%, they are at some risk of not meeting grade-level benchmarks

Performance Criteria indicating continuation of Tier 3 interventions

More than 1 year below grade level, Level 1 on FSA ELA, screening and diagnostic assessment data determines a need
Lexia- 1-30% at high risk for not meeting grade-level benchmarks

Performance Criteria that prompts intensified Tier 3 interventions

If after 4-6 weeks of intensive intervention the progress monitoring data demonstrates no growth or lack of response AND scores still fall within the intensive and/or more than 1 year below level range.

Progress Monitoring**Tier 3 Programs/Materials/Strategies & Duration**

Students who struggle to decode words in print or who struggle to encode words when writing may benefit from explicit phonemic awareness instruction.

Assessment & Frequency

Heggerty BOY, MOY, EOY Assessment

Performance Criteria to discontinue Tier 3 interventions

8 or less in one or more criteria

Grade Levels: K-5**Progress Monitoring****Performance Criteria indicating continuation of Tier 3 interventions**

5 or below in one or more criteria

Performance Criteria that prompts intensified Tier 3 interventions

If after 4-6 weeks of intensive intervention the progress monitoring data demonstrates no growth or lack of response AND scores still fall within the intensive and/or more than 1 year below level range.

Number of times per week intervention provided

4-5 times per week

Number of minutes per intervention session

30+ minutes or as directed by program resources

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

School Intervention Team will analyze data for lowest 35%, and universal screener and develop at list of students in need of Tier 3 interventions. They will also analyze ongoing progress monitoring data to determine positive, questionable, or poor response to intervention.

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

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- The SIPPS program provides a structured literacy approach to foundational skills instruction through explicit instructional routines focused on phonological awareness, spelling-sounds, and sight words, with immediate application to reading connected text and to spelling. The SIPPS program was evaluated in a comparative study in California. Students using the SIPPS program showed significantly greater gains in decoding on a normed assessment test. Across all classrooms, low SES students fared better with the SIPPS program. These findings clearly show that SIPPS is an effective program for teaching all students to decode and indicate that it is particularly effective for English language learners and socioeconomically disadvantaged students. SIPPS has shown the largest gains in reading ability for students who typically have the most difficulty. 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.

SIPPS Beginning, Extension and Challenge- <https://www.collaborativeclassroom.org/wp-content/uploads/2018/02/Effectiveness-of-SIPPS-for-Students-with-Dyslexia.pdf>

Grade Levels: K-5

Louisiana Believes- SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Publisher: Center for the Collaborative Classroom (CCC) Grade: 3-8 Copyright: 2018 Overall Rating: Tier II, Approaching quality

Lexia Core 5- <https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading-program-struggling-readers>

The impact of Core5 was examined in a cluster-randomized study of five schools in the greater Chicago metropolitan area. The study focused on 116 students in grades K-5 receiving special education support for reading difficulties. Students received “push-in” and/or “pull-out” support from a special education teacher. After 1 year, students who used Core5 had significantly higher MAP scores compared to a control group (ES = +0.23), qualifying it for an ESSA “Strong” rating.

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- Reading problems can be prevented if all students are trained in letter-sound skills and phonological awareness, starting in Kindergarten. (Equipped for Reading Success, Kilpatrick 2016) 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

How are Tier 3 interventions provided to students who receive interventions through distance learning?

Lexia Core5 utilizes a blended learning model to address skill gaps and build the foundation adolescent readers need for reading proficiency.

Blended Learning:

offers instruction through an integration of online media with traditional face-to face teaching

leverages technology to facilitate personalized learning experience

gives students control over time, place, path and pace of learning

Grade Levels: 6-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Tier 3 interventions and remediation are intensive in frequency, number of minutes per session, student-to-teacher ratio, progress monitoring, and specificity of skill focus. Each student identified as having a substantial deficiency in universal academic skills is provided with intensive Tier 3 interventions and remediation.

Tier 3 intensive intervention:

explicit, systematic, and multisensory

small group (up to 3 students or individual)

accommodations (IEP, ESOL, or 504)

more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions

time allotted is in addition to core instruction and tier 2 interventions

intervention provided by reading endorsed or reading certified teacher

THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

DIBELS 8th Edition

Assessment & Frequency

ORF, Maze

Performance Criteria to discontinue Tier 3 interventions

Core Support

Performance Criteria indicating continuation of Tier 3 interventions

Intensive Support

Performance Criteria that prompts intensified Tier 3 interventions

If after 4-6 weeks of intensive intervention the progress monitoring data demonstrates no growth or lack of response AND scores still fall within the intensive and/or more than 1 year below level range.

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Lexia PowerUP utilizes a blended learning model to address skill gaps and builds the foundation adolescent readers need for reading proficiency. Students work online in three different instructional strands that are based upon the Simple View of Reading. The three strands—Word Study, Grammar, and Comprehension—improve student proficiency and independence in reading and understanding complex, authentic texts. Students will take an auto placement assessment (RAPID) to determine placement into three zones- foundational, intermediate, or advanced within each strand. Students will have the opportunity to fill in foundational skills gaps and address the 6-12 intervention standards for phonological awareness, phonics and word analysis and fluency. Teachers are alerted when students require teacher intervention to complete their work. Once the student is flagged for a Lexia Lesson in

Grade Levels: 6-12**Progress Monitoring**

a unit, the Lexia Lesson will be shown on the Struggling tab in myLexia until the student successfully completes the unit. A student is flagged for a Lexia Lesson in the Comprehension strand when they score less than 75% on the check units during an activity.

Assessment & Frequency

Auto Placement Test (RAPID)

Ongoing monitoring of usage, unit completion and progress

Performance Criteria to discontinue Tier 3 interventions

The student must demonstrate at least 90% accuracy in Word Study and Grammar, and 75% accuracy in Comprehension.

Student meets grade level expectations

Performance Criteria indicating continuation of Tier 3 interventions

Accuracy for student falls below 85% accuracy in word study and grammar and below 70% in comprehension

Performance Criteria that prompts intensified Tier 3 interventions

If after 4-6 weeks of intensive intervention the progress monitoring data demonstrates no growth or lack of response AND scores still fall within the intensive and/or more than 1 year below level range.

Number of times per week intervention provided

5

(stand-alone intensive reading- Z suffix)

3-5 (intensive reading- Team Teach- T suffix)

Number of minutes per intervention session

50

(stand-alone intensive reading- Z suffix)

20-30 (intensive reading- Team Teach- T suffix)

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?

School Intervention Team will analyze data for lowest 35% and develop a list of students in need of Tier 3 interventions and ensure students receive the interventions at the scheduled time set aside within the daily schedule. Ongoing data will be collected and monitored to determine progress and when tiers of intervention need to adjust. MTSS team will meet on a monthly basis to review students receiving tier 3 support to ensure that the students are fluidly moving in and out of groups based upon data related to the intervention as aligned to core instruction and will monitor data to ensure students are on-track for graduation

Grade Levels: 6-12

Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.

Lexia® PowerUp Literacy® (PowerUp) is designed to enhance English language arts instruction for struggling and non-proficient readers in grades 6–12. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities, PowerUp aims to accelerate the development of both fundamental literacy and higher-order thinking skills through adaptive learning paths. PowerUp addresses the instructional needs of a wide range of students, from struggling to nearly proficient readers, by identifying skill gaps and providing personalized, systematic instruction in Word Study, Grammar, and Comprehension. This explicit instruction prepares students to comprehend and engage with complex texts across a range of genres. Embedded progress monitoring, actionable data, and scripted lessons empower teachers to deliver the exact instruction each student needs.

PowerUp students performed significantly higher on the STAR Reading Assessment (effect size = +0.36), qualifying PowerUp for the ESSA “Strong” category.

How are Tier 3 interventions provided to students who receive interventions through distance learning?

The student experience for PowerUp may begin online but it does not end there. PowerUp utilizes a blended learning model to address skill gaps and build the foundation adolescent readers need for reading proficiency.

Blended Learning:

offers instruction through an integration of online media with traditional face-to face teaching

leverages technology to facilitate personalized learning experience

gives students control over time, place, path and pace of learning

[enter grade levels]

Identification of Students with a Substantial Reading Deficiency

In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency as determined in Section 1008.25(5)(a), F.S., must be covered by a federally required student plan, such as an individual education plan (IEP) or an individualized progress monitoring plan, or both, as necessary. A kindergarten through grade 3 student is identified as having a substantial deficiency in reading if any of the following criteria are met:

- The student scores at the lowest achievement level/benchmark as identified by the publisher during a universal screening period, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan; and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.;
- The student scores at the lowest achievement level/benchmark as identified by the publisher during progress monitoring administration at any time during the school year, on an assessment listed in the district's approved District K-12 Comprehensive Evidence-Based Reading Plan and beginning in 2022-2023 school year, students scoring at the lowest achievement level/benchmark on the coordinated screening and progress monitoring system pursuant to Section 1008.25(8), F.S.; or
- The student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension.

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

School intervention teams (SITs) in Pasco County Schools design and lead Tier 3 interventions and remediation for academic and behavioral learning. In the district, Tier 3 remediation is not contingent on Tier 2 supports. Students who are identified as needing Tier 3 supports are provided remediation. In each school, the SIT, in conjunction with the SLT, creates time for students to receive remediation in addition to grade-level instruction. Students who do not respond to Tier 3 remediation supports are referred to a student-based intervention team (SBIT) for additional problem-solving and to intensify and/or adjust the focus of the universal skill supports. The SIT creates a proactive system for Tier 3 supports, while the SBIT seeks solutions for individual students who do not respond to the Tier 3 system of supports. The SIT and SBIT often have overlapping membership.

Students who need Tier 3 academic interventions and remediation are identified by academic universal skill screeners and MUST have a progress monitoring plan (PMP) created. The intervention focus is on problem-solving and diagnostic assessments. Progress monitoring for Tier 3 academic interventions should match the skill that has been targeted for instruction. Students with a substantial deficiency in English language arts (ELA) or mathematics must be covered by a federally required student plan, such as an individual education plan (IEP), an individualized progress monitoring plan (PMP), or both. Any student who has a PMP in ELA and is receiving Tier 3 intensive interventions and remediation must receive the interventions from a reading endorsed or reading certified teacher. Schools will use the SSS module in myStudent to develop intervention plans and monitor academic progress. Data will be collected and monitored throughout the year, and progress will be reported to parents monthly. Students with an ELA PMP need to be scheduled in one of two Tier 3 courses: Functional Reading Skills K–2 (#5010022) or Functional Reading Skills 3–5 (#5010026). Appropriate placement for students needing intensive reading in Grades 6–12 must be ensured using this guidance document.