

Pasco County 2020-2021 District K-12 Comprehensive Evidence-Based Reading Plan Template

Contact Information

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education's (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

| | Name | Title | Email | Phone |
|---------------------------------|--|---|--|------------------------------|
| Main District Reading Contact | Lea Mitchell | Director, Office for Leading and Learning | lmitchel@pasco.k12.fl.us | 813-794-2256 |
| Responsibility | Name | Title | Email | Phone |
| Elementary ELA | TBD- K-5 Danielle Varcardipone (K-1 Early Literacy) | Sr. Instructional Specialist | TBD dvarcard@pasco.k12.fl.us | 813-794-2780 813-794-2404 |
| Secondary ELA | Cassie Hernandez | Sr. Instructional Specialist, Secondary Literacy | crhernan@pasco.k12.fl.us | 813-794-2637 |
| Reading Endorsement | Danielle Varcardipone | Sr. Instructional Specialist, K-1 Literacy | dvarcard@pasco.k12.fl.us | 813-794-2404 |
| Reading Curriculum | Courtney Lough | Sr. Instructional Specialist, K-12 Intervention | clough@pasco.k12.fl.us | 813-794-2780 |
| Professional Development | Charlotte Kralik | Professional Development District Coordinator | catkins@pasco.k12.fl.us | 813-794-2515 |
| Assessment | Peggy Jones | Director, office for Accountability, Research, Measurement | Pejones@pasco.k12.fl.us | |
| Data Element | Rebecca Musselman | Senior Manager, Technology Information Services | Rmusselm@pasco.k12.fl.us | |
| Summer Reading Camp | Jennifer Niles and Courtney Lough | Elementary Program Coordinator and Sr. Instructional Specialist | Jatkinso@pasco.k12.fl.us Clough@pasco.k12.fl.us | 813-794-2780 |
| 3 rd Grade Promotion | Jennifer Niles | Elementary Program Coordinator | Jatkinso@pasco.k12.fl.us Clough@pasco.k12.fl.us | 813-794-2164 |

Plan Information

How is the district communicating the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders?

The District communicates elements of the K-12 reading plan to all stakeholders in a variety of ways throughout the school year. Below is an outline of the timeline for communication and details regarding how the elements are communicated for each stakeholder group.

School Leaders and Instructional Staff:

- Beginning of the Year
 - Conference call and Administrative Playbook containing K-12 plan and Level specific decision trees and **Key Priorities Monitoring Guide** that establishes monthly, quarterly and annual expectations related to instructional walkthroughs, data conversations and problem-solving processes.
- Monthly
 - Principal meetings and conference calls with deliverables and tasks follow-up based on activities outlined in the plan.
- Quarterly
 - Email and newsletter reminders outlining tasks and protocols associated with the plan including progress monitoring, data conversations, coaching cycles, etc.
 - K-12 Reading Plan collaborative team planning sessions to monitor activities of the plan as well as to develop ongoing improvement strategies during the annual revision process.
- Annually- Spring
 - Comprehensive needs assessments and site visit protocol to elicit feedback on K-12 Comprehensive plan and decision trees.
 - Draft decision trees and professional development plans to school leaders and instructional staff for feedback loops.
- End of Year
 - Final determinations for progress monitoring plans and report cards.
 - Publication of **NEW** year decision trees and scheduling guidance.

Parents and Stakeholders

- Beginning of Year
 - Parent newsletters and website outlining grade level expectations.
 - School level orientation events outlining instructional programming supports.
 - Progress Monitoring Plan parent conferences held for students determined to have a significant reading deficiency.
- Quarterly
 - Progress reports sent home outline progress towards standards proficiency and areas of needed support.
- End of Year
 - Report cards and progress monitoring communications
 - Parent conferences for ESY and Summer Reading Camp determinations.

Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementation as required by 6A-6.053(1)(a) F.A.C.
 District-Level Leadership 6A-6.053(7) F.A.C.

K-5

| Component of Reading | What data is being collected? | Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative) | How is the data being collected? | How often is the data being collected? |
|--|--|---|---|--|
| <i>Oral language (K-1, ELL Newcomers, as needed)</i> | Student Oral Language Observation Matrix (SOLOM) | Screener, Diagnostic | One-on-one | ELL Newcomers w/in first 30 days For K-1 students who score RTM in IRLA |
| <i>Phonological awareness (K-1, 2+ as needed)</i> | Heggerty Phonemic Awareness Assessment | Screener and progress monitoring | One-one-one | Beginning, Middle, End of year |
| <i>Phonics (K-5)</i> | (IRLA) Independent Reading Level Assessment | Screener, diagnostic, and progress monitoring/formative | One-one-one | Ongoing |
| <i>Fluency (K-5)</i> | (IRLA) Independent Reading Level Assessment ORF Normed Passages, as needed for diagnostic and progress monitoring | Screener, diagnostic and progress monitoring | One-one-one | Ongoing |
| <i>Vocabulary (K-5)</i> | (IRLA) Independent Reading Level Assessment | Screener, diagnostic, progress monitoring/formative | One-one-one | Ongoing |
| <i>Comprehension (K-5)</i> | (IRLA) Independent Reading Level Assessment Module/Unit Assessment | Screener, diagnostic, progress monitoring/formative Interim | One-one-one Small group Whole group | Ongoing |

6-12

| Progress Monitoring Tool | What data is being collected? | Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative) | How is the data being collected? | How often is the data being collected? |
|---------------------------------|--------------------------------------|---|---|---|
| Achieve3000 | Pre and Post LevelSet Assessments | Diagnostic and Summative | Achieve3000 database | Beginning and End of year |
| Achieve3000 | Achieve3000 Lessons | Progress Monitoring | Achieve3000 database | Ongoing |

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|------------------------------|---|---|---------------------------|---------------------------|
| Discussion-Based Assessments | Student spoken response focused on text analysis. See rubric here . | Progress Monitoring | One-to-one Small group | At least once per quarter |
| Module/Unit Assessments | Performance Assessment Task | Formative, summative, progress monitoring | Written response | Ongoing |

K-12 Data Analysis and Decision-making as required by 6A-6.053(1)(b) F.A.C.

| Data Analysis and Decision-making | | | | |
|---|--|--|---|--|
| <i>How often is the data being reviewed and by whom?</i> | <i>What problem-solving steps are in place for making decisions based on the data?</i> | <i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i> | <i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i> | <i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i> |
| Teacher Teams- Weekly/Bi-weekly School Leadership Teams- Monthly District Leadership- Quarterly School Board- Annually | <ol style="list-style-type: none"> 1. Problem ID 2. Problem Analysis 3. Plan Development 4. Plan Implementation and evaluation | <p>Data collected quarterly is analyzed across school sites and trends and gaps are further examined by District Leadership Teams.</p> <p>Tools, resources and professional learning is developed to support individual and groups of schools in addressing and responding to data findings.</p> | <p>There are a variety of formal and informal communication methods for instructional staff and administrators to surface concerns related to lack of implementation. Routine feedback loops offer a transparent opportunity to collect feedback and make adjustments based on school needs. These feedback sessions shall be made a routine part of annual planning processes.</p> | <p>Vanessa Hilton, Chief Academic Officer</p> <p>Lea Mitchell, Director Office for Leading and Learning</p> <p>Peggy Jones, Director Accountability Research and Measurement</p> |

School Level Leadership 6A-6.053(8) F.A.C.

| Practice | Who ensures that the practice is informed by a specific purpose? | How is the purpose communicated? | How often is the data being collected? | How is the data being shared and by whom? | How often is the data being reviewed and by whom? |
|--|--|--|--|--|--|
| Weekly reading walkthroughs by administrators | Chief Academic Officer and Assistant Superintendents for Schools | Key Priorities Monitoring Guide, Formal Evaluation conversations, on-going coaching conversations. | Annually for all schools; half of the schools in Fall and half in the Spring during an established walkthrough window. | Annually in the District Success Plan with school board and Vision Committee by Chief Academic Officer. Monthly with school leaders by Assistant Superintendents and District Leadership Team. Through annual comprehensive needs assessment and planning forward structures but District Leadership Team. | Semi-annually by Superintendent staff. |
| Data chats | Chief Academic Officer, Assistant Superintendents for Schools and MTSS Specialists | Key Priorities Monitoring Guide, Formal Evaluation conversations, on-going coaching conversations and Annual School Support launch meetings. | Data is collected in short term teaching at assessing cycles at the PLC level and quarterly at the grade/school level. | Teacher Teams quarterly (minimally) have data chats with school leaders and leadership teams. School leadership teams analyze and share data with parents and district leaders minimally quarterly and monthly for prioritized schools. | Quarterly by Superintendent Staff |
| Reading Leadership Team per 6A-6.053(3) F.A.C. | Chief Academic Officer and Director Office for Leading and Learning. | Through annual planning forward structures and department level work plans. | Data is collected on-going across a variety of different platforms. Data is reviewed minimally quarterly by the District ELA and/or School Leadership team (Reading Leadership Team) | Data is shared through weekly administrative communication and monthly instructional newsletters. | Quarterly by District ELA team and/or School Leadership team (Reading Leadership Team) |
| Monitoring of plan | Chief Academic Officer and Director Office for | Through monthly director check-ins | Quarterly minimally and monthly for prioritized | Annually with Superintendent Staff | Annually by Chief Academic Officer and Superintendent |

| | | | | | |
|--|-----------------------|--|-------------------------|--|-------|
| implementation | Leading and Learning. | and quarterly department and District Leadership Team sessions | schools and focus areas | | Staff |
| Implementation and Progress-monitoring | | | | | |
| What problem-solving steps are in place for making decisions based on data? | | How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students? | | How will district leadership provide plan implementation oversight, support and follow-up? | |
| <ol style="list-style-type: none"> 1. Problem ID 2. Problem Analysis 3. Plan Development 4. Plan Implementation and evaluation | | There are a variety of formal and informal communication methods for instructional staff and administrators to surface concerns related to lack of implementation. Routine feedback loops offer a transparent opportunity to collect feedback and make adjustments based on school needs. These feedback sessions shall be made a routine part of annual planning processes. | | Routine check-ins (quarterly) with specific agenda items aligned with Comprehensive Reading Plan Components. Meeting minutes to be shared in regular communication structures. | |

Professional Development per 6A-6.053(4) F.A.C.

| Requirement | How is it communicated to principals? | How is it monitored by principals? | How often is it reported to the district and in what format? | To whom is it reported at the district? | Who at the district level is responsible for following up if the professional development requirement isn't happening? |
|---|--|--|---|---|--|
| Training in multisensory reading intervention | Beginning of Year conference call and Admin playbook, monthly at principal meetings, weekly via Principal Newsletter | Semi-annually via school based myPGS reports | Annually as a part of the District Professional Learning Catalogue, annually during the Spring Planning Forward and Comprehensive Needs Assessment process. | Sr. Instructional Specialist(s), Director Office for Leading and Learning, Director Office for Student Support Programs and Services and Chief Academic Officer | Danielle Varcadipone, Sr. Instructional Specialist K-1 Literacy; Lea Mitchell, Director Office for Leading and Learning; Vanessa Hilton, Chief Academic Officer. |
| Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth | Beginning of Year conference call and Admin playbook, monthly at principal meetings, weekly via Principal Newsletter | Through monthly/quarterly data chats with follow up school support services requests | Annually as a part of the District Professional Learning Catalogue, annually during the Spring Planning Forward and Comprehensive Needs Assessment process. | School Superintendents, Director of Office for Leading and Learning, Chief Academic Officer | School level principals and school assistant superintendents; Lea Mitchell, Director Office for Leading and Learning; Vanessa Hilton, Chief Academic Officer. |

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|---|---|--|---|--|---|
| Identification of mentor teachers | Beginning of Year conference call and Admin playbook, Quarterly via principal newsletters | Monthly in the professional development management system (myPGS) via a mentoring log | Communicated via a principal recommendation and matching form that is housed in the professional development management system (myPGS). | Professional Development Program Coordinator, Director Office for Leading and Learning, Human Capital Partners, Director Human Resources and Educator Quality. | Charlotte Kralik, Professional Development Program Coordinator |
| Establishing of model classrooms within the school | Principal meeting and monthly instructional coaches meetings | Through routine instructional walkthrough structures that exists within the school environment | Annually via spring planning forward processes | Director, Office for Leading and Learning, Chief Academic Officer, School Assistant Superintendents. | Charlotte Kralik, Professional Development Coordinator; Leah Howell, Sr. Supervisor Schools Supports & Coaching; Lea Mitchell, Director |
| Providing teachers with time weekly to meet together for professional development including lesson study and PLCs | Beginning of Year conference call and Admin playbook, Quarterly via principal newsletters | Regular attendance and participation in school-based PLC is an expectation for every school principal. | Quarterly/Monthly via data chat with school assistant superintendents | School Assistant Superintendents, Director, Technology Information Services | School administrators, assistant superintendents, PLC leaders |

Instruction

K-5 Uninterrupted 90 minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.

| Requirement | How is it communicated to principals? | How is it monitored by principals? | How is it reported to the district? | To whom is it reported at the district? | How often is it reported to the district? |
|---|---|------------------------------------|---|---|---|
| Whole group instruction utilizing an evidence-based sequence of reading instruction | Beginning of Year conference call and Admin playbook, monthly at principal meetings, weekly via Principal Newsletter, Permanently as a part of the Digital Curriculum and Learning Network. | Weekly instructional walkthroughs | Via instructional walkthroughs, priority walkthroughs and monthly/quarterly data chats. | Assistant superintendents, Chief Academic Officer | Annually- Fall and Spring |
| Small group differentiated instruction in order to meet individual student needs | Beginning of Year conference call and Admin playbook, monthly at principal meetings, weekly via Principal Newsletter, Permanently as a part of the Digital Curriculum and Learning Network. | Weekly instructional walkthroughs | NA | NA | NA |

Budget per 6A-6.053(2) F.A.C.

How is the district prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds?

Funds are prioritized to support K-3 Students in a variety of ways outlined below:

- Staffing-100% of the instructional coaching and intervention specialist positions funded through K-12 funds are dedicated to elementary schools and the majority of the instructional time for school-based interventionists shall be spent serving students in grades K-3.
- Professional Development-
 - Reading Endorsement- funds and space for K-3 classroom and ESE are prioritized in the reading endorsement program with school-based cohorts offered to teachers in grades K-3.
 - Multisensory and Foundational Skills professional development dollars are prioritized for substitutes, stipends and training funds to support increased numbers of course offerings for primary teachers.
- Resources and Materials-
 - Majority of K-12 Reading Plan funds spent on resources and materials are prioritized for elementary school students, new and struggling readers.

| Reading Allocation Budget Item | Amount |
|---|----------------|
| Estimated proportional share distributed to district charter | \$334,953.70 |
| District expenditures on reading coaches assigned to elementary schools | \$1,842,240.35 |
| District expenditures on reading coaches assigned to secondary schools | |
| District expenditures on intervention teachers assigned to elementary schools | \$66,990.74 |
| District expenditures on intervention teachers assigned to secondary schools | \$33,495.37 |
| District expenditures on supplemental materials or interventions for elementary schools | \$502,430.55 |
| District expenditures on supplemental materials or interventions for secondary schools | \$234,467.59 |
| District expenditures on professional development | \$133,981.48 |
| District expenditures on helping teachers earn the reading endorsement | \$200,972.22 |
| District expenditures on summer reading camps | |
| District expenditures on additional hour for school on the list of 300 lowest performing elementary schools | |
| Flexible Categorical Spending | |
| Sum of Expenditures | |
| Amount of District Research-Based Reading Instruction Allocation | \$3,349,532.00 |

Summer Reading Camp

All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. An addendum will be sent out the last week of August 2020 requesting specific information.

What evidence-based instructional materials are being used for Summer Reading Camp?

Sample ESY/Summer Reading Camp Schedule

Based on a 3.5-hour instructional day (Bell times will vary by school)

| Suggested Time | Learning Experience/Task | Resources |
|---------------------------|--|---|
| 9:00-9:15 15 minutes | Classroom meeting (build culture and establish relationships) SEL | Reader engagement survey, classroom meeting |
| 9:15-9:40 25 minutes | Read Aloud (building knowledge through complex text) Text-based conversation | Read aloud complex text which may include a text from American Reading Company, Marine Life Research Lab-Anchor Titles, wide reading library, variety of genres |
| 9:40-10:55 75 minutes | Research reading and writing (teacher confers with students while they read for research and explicitly teaches/models writing; students have time to practice reading and writing to demonstrate knowledge about a topic; students share writing) | Informational text (Marine life) library, SchoolPace, writing journals, chart paper, FPOs, Problem Based Task, The MIND, Discovery Education |
| 10:55-12:10 75 minutes | Independent Reading and Conferencing with accountable talk, flexible skill groups, Tier 2/3 interventions, independent practice (foundational skills, vocabulary, comprehension) | Wide reading library, Bookshelf, SchoolPace, Foundational Skills Toolkit, ReadyUP!, Reading response journal |
| 12:10-12:30 20 minutes | Reflect on learning/goal setting Good Cause Assessments (GR3 only) | FLDOE Passages, myProgress |
| 12:30 | Dismissal | |

Will students in grades other than 3 be served also? Yes No

If yes, which grade levels? _____

Reading Allocation Literacy Coaches

Minimum Qualifications per 6A-6.053(6)(d) F.A.C.:

Coaches must meet the following criteria:

- reading endorsement or reading certification
- 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
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information.

What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts)

A body of evidence is collected and analyzed for each school to determine specific support needs. Based on data, evidence and ongoing conversations schools are prioritized and tiers of support are implemented based on their level of needs. The “priority categories” are: DA/Turnaround Schools, Priority Schools, Priority w/Monitoring and Core. Included/attached to this plan are the priority school supports and roles and responsibility documents that are used each year.

How have you communicated to principals, coaches, teachers, and district staff that coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are to spend limited time administering or coordinating assessments?

Yes, there are clearly identified roles and responsibilities outlined for school-based instructional coaching including formalized structures for coaching cycles with individual and teams of teachers. Administrative and managerial duties are intentionally minimized in order to increase coaching services for teachers. Coaches and administrators engage in annual joint professional development further developing and clarifying the expectations and roles and responsibilities and enhancing practices for both parties related to the school-based instructional coaching model.

Who is monitoring whether that is adhered to? Whom do coaches go to with concerns if these requirements are not followed?

School administrators, assistant superintendents and the senior supervisor for school supports and instructional coaching are charged with monitoring and adjusting coaching practices based on evidence and data.

Coaching Model per 6A-6.053(6)(b) F.A.C.

Is your district using the Just Read, Florida! coaching model? Yes No

If you checked no, please complete and submit the Alternative Coaching Model document.

If you checked yes, please fill out the following chart:

Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.

- 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
 - providing differentiated instruction and intensive intervention
- Model effective instructional strategies for teachers
- Facilitate study groups
- Train teachers in data analysis and using data to differentiate instruction
- Coach and mentor colleagues
- 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
- Help lead and support reading leadership teams at their school(s)
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms

| <i>How are these requirements being communicated to principals?</i> | <i>How are coaches recording their time and tasks?</i> | <i>Who at the district level is monitoring this?</i> | <i>How often is the data being reviewed?</i> | <i>What problem-solving steps are in place for making decisions based on the data?</i> |
|--|--|--|--|--|
| Beginning of Year conference calls and Admin Playbook, monthly principal meetings, quarterly data chats. | Coaches utilize a coaching notebook to monitor their coaching cycles, goals, time and tasks. | Senior Supervisor for Schools Supports and Instructional Coaching and the Coaching Leadership Team | Quarterly | 5. Problem ID 6. Problem Analysis 7. Plan Development 8. Plan Implementation and evaluation |

Other Considerations

Reading Intervention Data Element per 6A-6.053(7)(e)

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:

- Student Enrollment in Reading Interventions.
- Reading Endorsement competency status for teachers.
- Reading Certification progress status for teachers.

Charter schools per 6A-6.053(5)

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

Instructional Continuity Plan

Given that it is important to plan ahead for any contingency, please attach your Instructional Continuity Plan for 2020-2021 if you wish to have it reviewed by Just Read, Florida! We will offer feedback and suggest resources.

Curriculum/Instruction/Assessment Decision Trees per 6A-6.053(9)(c)

Use the following decision tree template to address ALL district students. What follows is one tree that can be copied as needed. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided
- A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention
- Core curriculum and K-12 intervention materials 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

Curriculum, Instruction, and Assessment Decision Tree Elementary Schools (K-5)

Grade Level(s): K-5

IF:

Student meets the following criteria at beginning of school year:

IF: The Student Score Indicates “Proficient or Above”

- GRK-STAR Early Literacy- Scaled Score 500 and above
IRLA- Green Range- on or above grade level*
- K-2 ELA District Final-Range 60% and above
NWEA MAP Level 3+ RIT GR3 199+; GR4 207+; GR5 213+
- 2019 FSA-ELA Achievement Levels 3-5
- WIDA Access Overall Score 4.0 or higher

THEN:

TIER 1 Only

Initial instruction:

- *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*

Core Curriculum

The core curriculum consists of FLVS content adapted to include ReadyGEN content and Document Based Questions (DBQs). Curricular materials include a set of rich, engaging, and complex literary and informational texts. Developed around rigorous state standards, the curriculum challenges and supports all students to become critical and close readers. Students’ develop their writing across varied genres with models of effective texts and ample opportunities for writing best practices for meeting the needs of all learners through differentiation, ongoing assessment, and 21st-century technological tools.

Students using ReadyGEN achieved statistically significant growth on the TerraNova 3 after one year of implementation. • Students grew by 12 percentile points on the TerraNova 3 Reading test. Additionally, all subgroups including minorities, Special Education and English learners achieved statistically significant gains on the TerraNova 3 Reading test. ReadyGEN meets ESSA’s Promising Evidence criteria.

Follow District Scope and Sequence (FLVS ELA Course)

- K: Note comprehension on listening tasks, may be based on conferencing or after a read aloud.
- Grades 1 & 2: Note comprehension on listening and reading tasks, may be based on FLVS lesson and module assessments.
- Grades 3-5: Note comprehension and reading tasks may be based on FLVS lesson, module, and touchpoint assessments.
 - Provide appropriate level of instruction following a developmental reading continuum including instruction with higher-level reasoning skills, vocabulary, comprehension, phonics, and fluency at the word and/or connected text level.
- Analyze other formative assessments
 - Analyze writing samples

Extensions Monitor Progress (If...Then...)

- Appropriately complex text and materials for enrichment
- Provide opportunities for content reading to build knowledge and research.
- FLVS Writing Tasks
- IRLA Foundational Skills Toolkit
- Heggerty Phonemic Awareness for K and 1
- Document Based Questions (DBQs)

TIER 1

| Progress Monitoring | | |
|---|--|--|
| Assessment & Frequency | Performance Criteria that indicates Tier 1 is sufficient | Performance Criteria to that would prompt addition of Tier 2 interventions |
| <p>Use the Independent Reading Level Assessment (IRLA) to level all students GR K-5- September 11th. IRLA is an ongoing assessment as students are learning.</p> <p>Interim (FLVS Quarterly Touchpoint Assessments GR 3-5, Module Assessments K-5) NWEA Fall, Winter, and Spring</p> | <p>Students are proficient according to data in SchoolPace</p> <p>Students score 60% or higher</p> <p>NWEA- Students score at the 50th percentile or higher</p> | <p>Students fall in at-risk according to data in SchoolPace</p> <p>Students score between 40-59%</p> <p>NWEA- students fall between the 30th and 49th percentile</p> |
| <p>How is the effectiveness of Tier 1 instruction being monitored?</p> <p>Administrative and District Walkthroughs, monitoring of school and district data</p> | <p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</p> <p>School Leadership Teams and Professional Learning Communities meet monthly to review data and problem solve around Tier 1 data</p> <p>District will analyze school level data and risk levels monthly for IRLA and NWEA three times a year, K-5</p> | |
| <p>How is the effectiveness of Tier 1 curriculum being monitored?</p> <p>Administrative and District Walkthroughs</p> <p>Instruction aligned to district scope and sequence</p> <p>PLC Documentation</p> | <p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</p> <p>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.</p> | |
| <p>How is instruction modified for students who receive instruction through distance learning?</p> <ul style="list-style-type: none"> • 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 | | |

| | |
|------------|---|
| IF: | <p>Student meets the following criteria at beginning of school year:</p> <p>If: The Student Score Indicates “At Risk” Reading Deficiency</p> <ul style="list-style-type: none"> • GRK-STAR Early Literacy- Scaled Score- 451-499 • IRLA- Yellow Range-.01-.9 years below* • K-2 ELA District Final- Achievement Level 2 40%-59% NWEA MAP Level 2 RIT GR3 189-198; GR4 198-206; GR5 204-212 • 2019 FSA-ELA Achievement Level 2 • WIDA Access Overall Score 2.1-3.9 |
|------------|---|

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|--------------|--|
| THEN: | TIER 1 instruction and TIER 2 interventions |
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|--|--|--|---|--|---|--|
| TIER 1 instruction and TIER 2 interventions | <p><i>Interventions:</i></p> <ul style="list-style-type: none"> • are 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 feedback • occurs during time allotted in addition to core instruction • includes accommodations (IEP, ESOL or 504) | | | | | |
| | TIER 2 Programs/Materials/Strategies & Duration | | TIER 2 Progress Monitoring | | | |
| | | | Assessment & Frequency | Performance Criteria to discontinue Tier 2 intervention | Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction | Performance Criteria that would prompt addition of Tier 3 interventions |
| | IRLA Foundational Skills Toolkit (K-2) and IRLA Toolkit (3-6) Daily 20-30 minutes | | IRLA Ongoing (minimally every 10 days) | Students are on target in IRLA (proficient and making .10 gains per month) | Students at-risk or proficient and not making .10 growth per month | Students are in the emergency level |
| | Heggerty Phonemic Awareness Curriculum (K-1) Daily 12 minutes | | Heggerty BOY, MOY, EOY Assessment | 9+ on each indicator | 8 or less in one or more criteria | 5 or below in one or more criteria |
| | Teacher Directed PALS Daily for 20-30 minutes with explicit instruction and monitoring | | Ongoing monitoring as indicated within the lesson | Know all letters and sounds | Struggles to name the letters and the corresponding sounds | By, December the student knows less than 20/52 letters and less than 15 sounds |
| | Words Their Way (15-20 minutes a day) | | Elementary Spelling Inventory Upper Level Spelling Inventory | Student spells more than 20 words correctly | Students miss more than one on a particular feature | Varies based on the spelling stage |
| | Additional Explicit and Systematic Foundational Skills Instruction with ReadyGEN | | IRLA Entry requirements, word lists and phonics | Scores 80% on each subskill within the entry requirements | Students at-risk or proficient and not making .10 | Students are in the emergency level |

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| | Decodable Practice Readers for application in text Daily 20-30 minutes | screeners- Proficient | (follow decision rules for each subtest) | growth per month | |
| | Close reading strategies, including annotation to build knowledge through multiple texts on a topic. ACTNow! Daily 30 minutes | Interim Assessments FLVS Module Assessments and Quarterly Touchpoint Assessments (3-5) | Score 60% or higher | Scores between 40-59% | Scores below 40% |
| | Close reading strategies, including annotation to build knowledge through multiple texts on a topic. Focus on vocabulary and background knowledge. ReadyGEN Levelled Readers Daily 20-30 minutes | Interim Assessments FLVS Module Assessments and Quarterly Touchpoint Assessments (3-5) PLC Created CFAs | Score 60% or higher | Scores between 40-59% | Scores below 40% |
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| Number of times a week intervention provided | | 5 | Number of minutes per intervention session | | 10-30 |
| <p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</p> <p>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.</p> | | | | | |
| <p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>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.</p> <p>IRLA Toolkit- Through the Independent Reading Level Assessment Framework (IRLA), a teacher can assess students' progress toward the learning of foundational skills. The materials provide support for the acquisition of print concepts, including alphabetic knowledge, directionality, and function, and structures and features of text. Phonics and phonemic awareness instruction are generally strong. All green on EdReports. Rated Tier 1 on Louisiana Believes. According to WWC Practice Guides, there is strong evidence to teach students to decode words, analyze word parts, and write and recognize words. There is also moderate evidence to ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p> <p>Words Their Way™ is an approach to phonics, vocabulary, and spelling instruction for students in kindergarten through high school. The program can be implemented as a core or supplemental curriculum and aims to provide a practical way to study words with students. The purpose of word study (which involves examining, manipulating, comparing, and categorizing words) is to reveal logic and consistencies within written language and to help students achieve mastery in recognizing, spelling, and defining specific words. (WWC)</p> <p>ReadyGEN- The materials include texts that are worthy of students' time and attention and provide many opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Students have opportunities</p> | | | | | |

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| | <p>to build skills in reading, writing, speaking and listening, and they integrate language work throughout. Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards. Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relations, phonemic awareness, phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression with opportunities for application both in and out of context. Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks. ReadyGEN meets ESSA’s Promising Evidence criteria.</p> <p>ACT Now!- Literacy experts Douglas Fisher and Nancy Frey have developed ACT Now! To help students meet these new standards. This resource provides guided practice in close reading of complex texts. In ACT Now!, students learn to unlock the meaning of complex text by: reading and annotating rich and authentic text passages in a variety of genres; engaging in close readings and collaborative conversations about the texts; writing about texts; and reading and writing across texts.</p> <p>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).</p> |
| | <p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <ul style="list-style-type: none"> • 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 • More frequent one-on-one conferences |

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| IF: | <p>Student meets the following criteria at beginning of school year: IF: The Student Score Indicates “Emergency” Substantial Reading Deficiency GRK- STAR Early Literacy- Scaled Score- 450 and below IRLA- Red Range 1.0+ years below* K-2 ELA District Final-Achievement Level 1 39% and below NWEA MAP Level 1 RIT GR3 100-188; GR4 100-197; GR5 100-203 2019 FSA-ELA Achievement Level 1 WIDA Access Overall Score 1.0-2.0</p> | | | |
| THEN: | TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions | | | |
| TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions | <p>Immediate, intensive intervention: MyStudent Course: 5010020T</p> <ul style="list-style-type: none"> • extended time • targeted instruction based on student need • small group or one-on-one instruction • accommodations (IEP, ESOL, or 504) • more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions • <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> | | | |
| | TIER 3 Programs/Materials/Strategies & Duration | TIER 3 Progress Monitoring | | |
| | | Assessment & Frequency | Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction | Performance Criteria that would prompt changes to Tier 3 interventions |
| | IRLA Foundational Skills Toolkit Daily 30 minutes | IRLA- Realtime Data collection | Students move from Emergency to At-Risk | Students score in Emergency Level |

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| Heggerty Phonemic Awareness Primary Curriculum (GR 2 or above) | Heggerty Screener for placement Monitor day 10 for proficiency | 9 or above on each criterion | 8 or below in one or more criteria |
| Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) Daily 30 minutes | SIPPS Placement Test | Program Completion based on entry point | More than 1 year below grade level, Level 1 on FSA ELA |
| Explicit and Systematic Multisensory Instruction utilizing evidence-based instructional routines ReadyGEN Decodable Practice Readers, IRLA leveled books, whiteboards, wiki sticks, letter tiles, Elkonin boxes Daily 30 minutes | IRLA- Realtime Data collection | Students move from Emergency to At-Risk | More than 1 year below grade level, Level 1 on FSA ELA |
| All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. | | | |
| Number of times a week intervention provided | 5 | Number of minutes per intervention session | 30 or as directed by program |
| <p>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</p> <p>School Intervention Team will analyze data for lowest 35% and develop at list of students in need of Tier 3 interventions.</p> | | | |
| <p>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</p> <p>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.</p> <p>IRLA Toolkit- Through the Independent Reading Level Assessment Framework (IRLA), a teacher can assess students' progress toward the learning of foundational skills. The materials provide support for the acquisition of print concepts, including alphabetic knowledge, directionality, and function, and structures and features of text. Phonics and phonemic awareness instruction are generally strong. All green on EdReports. Rated Tier 1 on Louisiana Believes. According to WWC Practice Guides, there is strong evidence to teach students to decode words, analyze word parts, and write and recognize words. There is also moderate evidence to ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.</p> <p>SIPPS- The <i>SIPPS</i> 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 <i>SIPPS</i> program was evaluated in a comparative study in California. Students using the <i>SIPPS</i> program showed significantly greater gains in decoding on a normed assessment test. Across all classrooms, low SES students fared better with the <i>SIPPS</i> program. These findings clearly show that <i>SIPPS</i> 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. <i>SIPPS</i> 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</p> | | | |

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| | <p>who score below the benchmark score on universal screening.</p> <p>Teacher Directed PALS: For students who experience 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 <i>PALS</i> in first grade. Two of the three found significant positive effects on Woodcock scales which qualified <i>PALS</i> for the ESSA “Strong” category, and for the “Solid Outcomes Rating” (at least two studies with effect sizes of at least +0.20).</p> |
| | <p>How are Tier 3 interventions modified for students who receive interventions through distance learning?</p> <ul style="list-style-type: none"> All resources are available digitally, so teachers can host daily small group/one-on-one interventions through live lessons via Zoom. Students will have print and/or digital access to text and resources during distance learning. More frequent one-one- one conference |

| Curriculum, Instruction, and Assessment Decision Tree SECONDARY SCHOOLS (Middle and High) | |
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| Grade Level(s): Secondary 6-12 | |
| IF: | <p>Student meets the following criteria at beginning of school year:</p> <p>IF: The Student Score Indicates “Proficient or Above”</p> <ul style="list-style-type: none"> 2019 FSA Level 3 or higher District Final score above 60% WIDA Access Overall Score 4.0-6.0 |
| THEN: | TIER 1 Only |
| TIER 1 | <p><i>Initial instruction:</i></p> <ul style="list-style-type: none"> <i>is standards-aligned</i> <i>builds background and content knowledge, motivation</i> <i>provides print rich, systematic, scaffolded, and differentiated instruction</i> <i>incorporates writing in response to reading</i> <i>includes accommodations (IEP, ESOL or 504)</i> <i>incorporates the principles of Universal Design for Learning</i> <i>includes specially designed instruction for students with disabilities</i> |
| | Core Curriculum |
| | <p>The core curriculum consists of FLVS content adapted to include HMH <i>Collections</i> content. Curricular materials include a set of rich, engaging, and complex literary and informational texts. Developed around rigorous state standards, the curriculum challenges and supports all students to become critical and close readers. Students’ develop their writing across varied genres with models of effective texts and ample opportunities for writing best practices for meeting the needs of all learners through differentiation, ongoing assessment, and 21st-century technological tools.</p> <p>There is moderate evidence that suggests when teachers reported using HMH <i>Collections</i> an average of 3 days per week for an average of about 35 minutes per day over the entire academic year. Pretest and posttest assessments, which were modeled on the assessments developed for the Collections program, focused on having students read, analyze, compare, and communicate their understanding of various literary texts. Student test score increases were statistically significant at all grades, and the effect sizes were substantively important and classified as medium at all grades.</p> |

Follow District Scope and Sequence

- The core curriculum was designed using FLVS and HMH *Collections* content while highlighting the ELA/Literacy shifts. The tasks and questions aligned to the LAFS and represent the demands of all college and career readiness standards in their call for close reading, appropriately complex texts, and use of evidence. All materials are accessible through myLearning/Canvas for teachers and students.

Progress Monitoring

| <i>Assessment & Frequency</i> | <i>Performance Criteria that indicates Tier 1 is sufficient</i> | <i>Performance Criteria to that would prompt addition of Tier 2 interventions</i> |
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| FSA Interim (Quarterly Checks, Unit Assessment, Performance Assessment Tasks) | Students are proficient according to FSA data and District Quarterlies FSA- Students score level 3 or higher Interim Assessments- students score 60% or higher or 7 or higher on written responses using the FSA rubric. | Students fall in at-risk according to data in Students score between 40%-59% on Interim Assessments Students score between a 1-2 on either P,F,O or Evidence and Elaboration or 1 on Conventions within the writing rubric. |
| <i>How is the effectiveness of Tier 1 instruction being monitored?</i> Administrative and District Walkthroughs, monitoring of school and district data | <i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</i> 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. | |
| <i>How is the effectiveness of Tier 1 curriculum being monitored?</i> Administrative and District Walkthroughs Instruction aligned to district scope and sequence PLC documentation | <i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i> 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. | |
| <i>How is instruction modified for students who receive instruction through distance learning?</i> | | |
| <ul style="list-style-type: none"> Live lessons and one-on-one Discussion Based Assessments will be provided to students receiving instruction through Pasco mySchool Online Teachers will provide office hours for support Core curriculum and lessons will be accessible through our Learning Management System- Canvas | | |

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| IF: | <p>Student meets the following criteria at beginning of school year:</p> <p>IF: The Student Score Indicates</p> <ul style="list-style-type: none"> • 2019 FSA Level 2 • District Final score above 40%-59% • WIDA Access Overall Score 2.0-3.9 • Preponderance of evidence from 19-20 school year indicating student is scoring below proficiency. Examples of evidence include comprehension checks and other formative and summative assessment data. |
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| THEN: | TIER 1 instruction and TIER 2 interventions |
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| TIER 1 instruction and TIER 2 interventions | <p><i>Interventions:</i></p> <ul style="list-style-type: none"> • <i>are standards-aligned</i> • <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i> • <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i> • <i>are matched to the needs of the students</i> • <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i> • <i>occurs during time allotted in addition to core instruction</i> • <i>includes accommodations (IEP, ESOL or 504)</i> | | | | |
| | <i>TIER 2 Programs/Materials/Strategies & Duration</i> | | <i>TIER 2 Progress Monitoring</i> | | |
| | | <i>Assessment & Frequency</i> | <i>Performance Criteria to discontinue Tier 2 intervention</i> | <i>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</i> | <i>Performance Criteria that would prompt addition of Tier 3 interventions</i> |
| | Achieve3000 Pre and Post LevelSet Assessments | Beginning and end of year | Student LevelSet Assessment above the 75 th percentile | Student LevelSet Assessment below the 60 th percentile | Student LevelSet Assessment below the 25 th percentile |
| | Achieve3000 Activities | Ongoing | Student Lexile above the 75 th percentile | Student Lexile below the 60 th percentile. | Student Lexile below the 25 th percentile and difficulty reading due to significant weakness in phonemic awareness, decoding, sight word recognition, fluency, and vocabulary. |
| Discussion Based Assessments See rubric here . | At least once per quarter | Students can build and apply new learning from appropriately complex texts using evidence | Students can build and apply new learning from appropriately complex texts using evidence of new knowledge | Students are unable to build and apply new learning from appropriately complex texts | |

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| | | of new knowledge through writing and speaking with proficiency at grade level. | through writing and speaking. | using evidence of new knowledge through writing and speaking. |
| myLearning/Canvas core curriculum based on FLVS curriculum with Performance Based Assessments | Continuous | Students score 70% or higher or 7 or higher on written responses using the FSA rubric consistently overtime. | Students score between 40%-59% on Interim Assessments Students score between a 1-2 on either P,F,O or Evidence and Elaboration or 1 on Conventions within the FSA Writing Rubric. | Students score below 39% on Interim Assessments Students score a holistic score between 0-4 using FSA Writing Rubric on written assessments. |
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| <i>Number of times a week intervention provided</i> | 5 | <i>Number of minutes per intervention session</i> | 50 | |
| <p><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</i></p> <p>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.</p> <p>PLCs meet weekly to plan coherent Tier 2 intervention instruction based on the ongoing data captures.</p> | | | | |
| <p><i>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</i></p> <p>The materials/programs/strategies are supported by moderate evidence as there is data to show success in student learning not randomly assigned to the treatment or control group. It is likely that the intervention supports shared will cause a positive student outcome.</p> <p>Achieve3000® provides lessons that follow a five-step routine: (1) respond to a Before Reading Poll, (2) read an article, (3) answer activity questions, (4) respond to an After Reading Poll, and (5) answer a Thought Question. Progress reports and student usage data, provided by the online tool, enable teachers to track both whole-class and individual student progress. The program is designed for diverse student groups, including general education students, struggling readers in need of intensive tutoring, and English learners.</p> <p>There is strong evidence of efficacy for secondary students on the Evidence for ESSA (Every Student Succeeds Act) website. The Achieve3000 platform has built-in blended learning, actionable data, and proven efficacy, providing equity of access to core instruction while accelerating student learning, improving performance on high-stakes assessments, and preparing all students for college and career success.</p> <p>Sources: What Works Clearinghouse and Evidence for Essa</p> | | | | |

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| | <p>How are Tier 2 interventions modified for students who receive interventions through distance learning?</p> <ul style="list-style-type: none"> 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 More frequent one-on-one Discussion Based Assessments |
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| IF: | <p>Student meets the following criteria at beginning of school year:</p> <p>IF: The Student Score Indicates</p> <ul style="list-style-type: none"> 2019 FSA Level 1 District Final score below 39% WIDA Access Overall Score 1.0-1.9 Preponderance of evidence from 19-20 school year indicating student is scoring far below proficiency. Examples of evidence include comprehension checks and other formative and summative assessment data. | | | |
| THEN: | TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions | | | |
| TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions | <p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> extended time targeted instruction based on student need small group or one-on-one instruction accommodations (IEP, ESOL, or 504) more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions <i>additional time allotted is in addition to core instruction and tier 2 interventions</i> | | | |
| | <i>TIER 3 Programs/Materials/Strategies & Duration</i> | <i>TIER 3 Progress Monitoring</i> | | |
| | | <i>Assessment & Frequency</i> | <i>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</i> | <i>Performance Criteria that would prompt changes to Tier 3 interventions</i> |
| | Achieve3000 Pre and PostLevel Set Assessments | Beginning and end of year | Student LevelSet Assessment below the 60 th percentile | Continued student LevelSet Assessment below the 25 th percentile |
| | Achieve3000 Activities | Ongoing | Student Lexile below the 60 th percentile. | Student continues to score below the 25 th percentile (Lexile) and difficulty reading due to significant weakness in phonemic awareness, decoding, sight word recognition, fluency, and vocabulary. |
| Discussion Based Activities See rubric here . | At least once per quarter | Students are able to build and apply new learning from appropriately complex texts using evidence of new | Students continually are unable to build and apply new learning from appropriately | |

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| | | knowledge through writing and speaking. | complex texts using evidence of new knowledge through writing and speaking. |
| myLearning/Canvas core curriculum based on FLVS curriculum | Continuous | Students score between 40%-59% on Interim Assessments Students score between a 1-2 on either P,F,O or Evidence and Elaboration or 1 on Conventions within the FSA Writing Rubric. | Students continue to score below 39% on Interim Assessments Students continue to score a holistic score between 0-4 using FSA Writing Rubric on written assessments. |
| Application of Foundational Reading Skills | As needed | Student continually scoring below grade level but difficulty reading due to fluency and/or vocabulary. | Student continually scoring far below grade level and difficulty reading due to significant weakness in phonemic awareness, decoding, sight word recognition, fluency, and vocabulary. |
| All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement. | | | |
| Number of times a week intervention provided | 5 | Number of minutes per intervention session | 50 |
| What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction? | | | |
| 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. | | | |
| Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence. | | | |
| The materials/programs/strategies are supported by moderate evidence as there is data to show success in student learning not randomly assigned to the treatment or control group. It is likely that the intervention supports shared will cause a positive student outcome. | | | |
| Achieve3000® provides lessons that follow a five-step routine: (1) respond to a Before Reading Poll, (2) read an article, (3) answer activity questions, (4) respond to an After Reading Poll, and (5) answer a Thought Question. Progress reports and student usage data, provided by the online tool, enable teachers to track both whole-class and individual student progress. The program is designed for diverse student groups, including general education students, struggling readers in need of intensive tutoring, and English learners. | | | |
| There is strong evidence of efficacy for secondary students on the Evidence for ESSA (Every Student Succeeds Act) website. The Achieve3000 platform has built-in blended learning, actionable data, and proven efficacy, | | | |

providing equity of access to core instruction while accelerating student learning, improving performance on high-stakes assessments, and preparing all students for college and career success.

Sources: [What Works Clearinghouse](#) and [Evidence for Essa](#)

How are Tier 3 interventions modified for students who receive interventions through distance learning?

- All resources are available digitally, so teachers can host daily small group/one-on-one interventions through live lessons via Zoom. Students will have print and/or digital access to text and resources during Pasco mySchool Online learning. More frequent one-one- one Discussion Based Assessments.