

Pinellas County Schools



2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Slaughter, Holly Elementary Reading & LA Specialist slaughterh@pcsb.org 727.588.6090
Elementary English Language Arts (ELA)	Slaughter, Holly Elem Rda & LA Spec slaughterh@pcsb.org 727.588.6090
Secondary ELA	Duda, Jennifer 9-12 Specialist dudaje@pcsb.org 727.588.6110
Reading Endorsement	Duda, Jennifer 9-12 Specialist dudaje@pcsb.org 727.588.6110
Reading Curriculum	Anderson, Beth 6-8 Specialist andersonbe@pcsb.org 727.588.6110
Professional Development	Aligood, William Senior Professional Development Coordinator aligoodw@pcsb.org 727.588.6224
Assessment	Evans, Dan Executive Director of Assessment, Accountability, & Research evansd@pcsb.org 727.588.6253
Data Element	Evans, Dan Executive Director of Assessment, Accountability, & Research evansd@pcsb.org 27.588.6253
Summer Reading Camp	Slaughter, Holly Elem Rda & LA slaughterh@pcsb.org 727.588.6090
Third Grade Promotion	Slaughter, Holly Elem Rdg & LA Specialist slaughterh@pcsb.org 727.588.6090
300 Lowest-Performing Elementary Schools	Slaughter, Holly Elem Rda & LA Spec slaughterh@pcsb.org 727.588.6090

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.

Through our website, principal meeting in July with all levels and in monthly topical principal meetings across the year, SAC meetings, Coaching Institute (4 days in August) and in montly coaching

meetings throughout the year, Department Chair meetings, Executive Leadership Team monthly meetings.

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 59%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 62%

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

We are implementing a new Summer Bridge program for students who will be entering kindergarten in the fall. We'll also be working with our own VPK programs as well as targeted community VPK programs (feeder schools) to engage in professional development focused on early literacy. This is new partnership with the UF Lastinger Center, the Pinellas Education Foundation, Helios, and other private funders. We are also expanding the capacity for VPK seats in the school district. The district is also participating in the STAR Early Literacy progress monitoring pilot and we have developed a protocol for teachers to analyze data from the assessment in order to inform instruction.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	21	25	29	20	6	17	20	30	23	10
4	23	22	26	20	9	17	20	30	23	10
5	21	25	26	20	9	17	20	30	23	10
6	27	24	20	21	9	20	20	25	25	10
7	31	24	21	16	7	25	20	25	20	10
8	27	23	25	16	8	20	20	30	20	10
9	28	23	21	19	8	25	20	23	22	10
10	24	25	23	20	8	20	20	26	24	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, increase the percentage of students currently scoring at or above grade level on Spring MAP by 3% this year (K: from 54% to 57%; 1: from 45% to 48%; 2: from 46% to 49%).

District Budget for Research-Based Reading Instructions Allocation

Budget

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

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

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

The intervention teachers assigned to elementary schools are trained on how to implement evidence-based reading instruction, with support for struggling readers, including those with dyslexia, aimed at K-3 students. Additionally, the summer reading teachers and L300 teachers and interventionists also participate in in-depth training aimed at meeting the needs of K-3 students with substantial reading deficiencies.

School Literacy Leadership Teams

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

District staff reviews SIPs as well as Professional Learning Plans.

Reading Leadership Teams must turn in yearly plans to Content Specialists for review.

We also provide time to analyze data during monthly leadership and literacy coach meetings as well as ELA Champion meetings (3 times a year: 1 teacher per grade level) so that leaders, coaches, and teachers are working together to problem solve.

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

ELA & Reading Specialists via the School-based Enhancement Process conducted each year.

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

Content Supervisors

Executive Directors

Area Superintendents

MTSS District Specialists

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.

Throughout the summer and throughout the school year, Pinellas provides multiple opportunities for teachers to attend professional development targeted to meet the requirements listed above. We also partner with FDLRS, BEES, and UF Lastinger Center to provide additional opportunities such as self-paced professional development in the Literacy Matrix, Modules, as well as Reading Endorsement competencies and courses. We are establishing mentor teachers and model classrooms through Embrace Pinellas and ELA Champions. At the school level, teachers meet once a week in PLCs for professional development. This is led by the ELA Champions and Department Chairs/Lead Reading Teachers/Literacy Coach.

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

How are professional development requirements communicated to principals?

Monthly Chalk Talk Newsletter via our Professional Development Department,
Monthly leadership meetings, Biweekly Elementary Newsletters

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

Content Specialists
Executive Directors
Area Superintendents
Professional Development Department

Charter Schools

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

Yes

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

- bachelor's degree and reading endorsement or reading certification;
- highly effective rating on most recent available evaluation that contains student achievement data;
- experience as successful classroom teachers;
- knowledge of evidence-based reading research;
- special expertise in quality reading instruction and infusing reading strategies into instruction;
- data management skills;
- strong knowledge base in working with adult learners;
- excellent communication skills; and
- outstanding presentation, interpersonal, and time-management skills.

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

District-level leadership, including Executive Directors, Area Superintendents, along with Associate Superintendents, analyze FSA data, MAP data, and ISM data, to determine schools who have the greatest need.

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?

July Retreat, monthly leadership, ISM visits

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?

During monthly coach meetings, we analyze data together and prioritize high impact activities focused on the professional development and the coaching cycle (Jim Knight's work/Diane Sweeney). We also use the EQUIP student work analysis protocols with coaches to create action plans and coaching cycles. At the elementary level, we are working with the UF Lastinger Center. In 21/22 our coaches will participate in a yearlong Literacy Coaching Certification model where they will engage in data-analysis, coaching cycles, and use "Teacher Playbooks" created by UF. The coaches will regularly video-taping themselves to elicit feedback and problem solve.

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

Content Specialists; Executive Directors, Area Superintendents; Title One Specialists

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

monthly

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

We analyze problems as well as identify potential barriers.

Then, a plan is developed & implemented. This typically involves principals working with literacy teams, decisions regarding district coach allocations, building coaches (when appropriate), and teacher leaders.

We allocate coaches to schools based on data, Tier of the school, and state requirements.

We progress monitor and determine if the plan is working or if changes need to occur.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

- Provide an explanation of the data that will be collected, how it will be collected, and the frequency of review must be provided. Districts must also explain how concerns are communicated if it is determined that the District K-12 Comprehensive Evidence-Based Reading Plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students;
- Ensure all instruction in reading is systematic and explicit, based on data, and uses an evidence-based sequence of reading instruction and strategies to meet the needs of students at the school level and determining appropriate instructional adjustments;
- Ensure that data from formative assessments are used to guide differentiation of reading instruction;
- Ensure incorporation of reading and literacy instruction by all content area teachers into subject areas to extend and build discussions of text in order to deepen understanding; and
- Evaluate District K-12 Comprehensive Evidence-Based Reading Plan implementation and impact on student achievement.

Assessments

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

- the full name of the assessment;
- the grade level(s) the assessment is administered, and, where applicable, criteria for identifying students who will be assessed; and
- the components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension) or the standards strand (reading, communication) that will be assessed, the type of assessment, and how often the data will be collected and analyzed to support instruction.

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
i-Ready	Intensive Reading	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
	Grades 9-10, students in Intensive Reading 1 & 2	Progress Monitoring	Fluency, Vocabulary, Comprehension	3 x A Year
	Students in Middle School Intensive Reading who score below grade 3 on the iReady Diagnostic	Diagnostic	Fluency	3 x A Year
	II 6-10 students	Progress Monitoring	Comprehension	3 x A Year
NWEA MAP	K-5 Students	Screener, Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
	K-2 Students	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Running Records	K-2 Students	Progress Monitoring, Formative Assessment	Phonics, Fluency, Comprehension	3 x A Year

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?

Content Specialists, Executive Directors, Area Superintendents

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 of our reading training and materials include elements of systematic, explicit, and evidence-based instruction. In addition, we provide all of our K-2 teachers with "Fun with Phonics" which is scripted and designed in a systematic fashion and includes plans for explicit instruction.

Our teachers also receive daily lesson plans designed that follow a gradual release model of instruction. Finally, during the pandemic, master teachers developed daily video-taped lessons. While these were initially created for teacher use in a distant-learning or simultaneous classrooms, we have found they have become part of our professional development process for teachers to deepen their understanding and practice. Teachers are encouraged to watch the videos as part of the planning process, teach the lesson, and reflect on student learning.

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

We provide district-created daily formative assessments as well as formatives every 4 weeks. Teachers upload the data every 4 weeks into Performance Matters. This allows teachers to analyze the data student-by-student, form like groups, and track data and progress by standard. In PLCs teachers gather

together to engage in student-work analysis protocols and plan small groups and one-to-one instruction based on the data. These PLCs are co-planned and co-led by ELA Champions & school leaders (at the elementary level) or department chairs and school leaders (at the secondary level). School leaders also conduct weekly walkthroughs and are provided with look-for documents. We also conduct monthly (and sometimes more often depending on the school) ISM visits, where differentiated reading instruction is monitored and discussed.

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

District Instructional Staff Developers work in cross-content areas to share instructional strategies to incorporate content into the ELA block as well as ELA strategies in the content classes. This work also happens within school buildings (ELA coaches, Math coaches, Science coaches).

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

There are several methods of communication regarding concerns. District staff meets with building leaders each month during leadership meetings.

Furthermore, we have regularly scheduled ISM (Instructional Support Model) visits at schools where we regularly communicate concerns as well as highlight strengths. These visits include data analysis, a review of the SIP, as well as classroom visits.

During each visit, goals are monitored and established. A record of the visit is saved and shared with all stakeholders including the principal, assistant principal, executive directors, as well as area superintendent. The ISM document includes monitoring core reading instruction as well as the intervention block of time.

District-Level Monitoring - Part C

Districts must annually evaluate the implementation of their K-12 Reading plan. The evaluation must:

- Analyze elements of the district's plan, including leadership, assessment, curriculum, instruction, intervention, professional development and family engagement;
- Include input from teachers, literacy coaches and administrators at the school level; and
- Identify elements in need of improvement and strategies to increase literacy outcomes for students.

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

Each year, when state data is available, we will meet as a district literacy team to conduct a yearly review of the plan. This team will consist of district leadership, teachers, literacy coaches, and administrators. We will identify elements in need of improvement and strategies to increase literacy outcomes for students. This may cause us to make revisions to the current plan.

Self Reflection Tool

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

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

The following documents were submitted as evidence for this section:

No files were uploaded

School-Level Monitoring of Plan Implementation

School-level implementation - Part A

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

What process is in place to ensure effective implementation?

During monthly leadership meetings, we study scenarios, watch videos, and collaborate on how to use walk-through tools as well as the how, why, and when we would provide feedback to the teacher in order to improve evidence-based practices and student achievement.

Who at the district level supports effective implementation?

Content Specialists, Areaa Superintendents, Executive Directors

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

We analyze problems as well as identify potential barriers.

Then, a plan is developed & implemented. This typically involves principals working with literacy teams, decisions regarding district coach allocations, building coaches (when appropriate), and teacher leaders.

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

We have provided walk-through documents for administrators to use during weekly walkthroughs (modified from Achieve the Core) so that administrators are focusing on providing feedback on key elements.

We also provide administrators walk-through tools specifically designed for intensive reading courses.

Who at the district level supports effective implementation?

Executive Dirrectors and Area Superintendents

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

There are several methods of communication regarding concerns. District staff meets with building leaders each month during leadership meetings.

Furthermore, we have regularly scheduled ISM (Instructional Support Model) visits at schools where we regularly communicate concerns as well as highlight strengths. These visits include data analysis, a review of the SIP, as well as classroom visits.

During each visit, goals are monitored and established. A record of the visit is saved and shared with all stakeholders including the principal, assistant principal, executive directors, as well as area superintendent. The ISM document includes monitoring core reading instruction as well as the intervention block of time.

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

District staff reviews school SIPs as well as Professional Learning Plans.

We also provide time to analyze data during monthly leadership and literacy coach meetings.

At the K-5 level, we gather teachers together in ELA Champion meetings (3 times a year: 1 teacher per grade level) so that leaders, coaches, and teachers are working together to problem solve.

Who at the district level supports effective implementation?

Content Supervisors, Executive Directors, Area Superintendents

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

We review data after each cycle and compare the data to previous data as well as like-school data. This happens at least 3 times a year (more often for some schools based on Tiers).

Not only do we analyze student data to make decisions, we also analyze ISM data (data collected during walk-throughs).

Furthermore, each school must submit a master schedule for district approval prior to the beginning of the year. When we review plans and walk-through buildings, we can determine if students have ample time for daily reading instruction, opportunities for differentiated instruction, intervention, opportunities for additional coaching support and the like. District staff works with school leaders to problem-solve based on data and to make recommendations for additional support whether that is professional development, coaching support, targeted actionable feedback to teachers, etc.

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.

Whole-class lessons are provided for each teacher where students are taught academic language skills, including the use of inferential and narrative language & vocabulary knowledge connected to appropriate grade-level standards. Each day, students read connected grade level text to support accuracy, fluency, and comprehension.

Teachers also engage students in daily small group instruction. During these small groups, teachers focus on teaching students to decode words, analyze word parts, and write & recognize words, as well as ensuring that each student reads connected text every day to support reading accuracy, fluency, and comprehension. This instruction is explicit and systematic & matched to the needs of the students. As students read orally, the teacher monitors, models strategies, scaffolds, and provides feedback. The teacher also teaches students to self-monitor and self-correct, as well as provides feedback on fluent and accurate reading with expression.

We also provide teachers with daily phonics curriculum. This district-created Fun with Phonics curriculum includes explicit instruction based on a systematic phonics continuum moving from simpler to more complex skills as well as multisensory components. The daily routine consists of developing awareness of the segments of sounds in speech and how they connect to letters (strong evidence: <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>); teaching students to decode words, analyze word parts, and write and recognize words (strong evidence: <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>) and ensuring each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence: <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>). When principals recommend teachers to teach Reading Camp, we verify those teachers are reading endorsed/certified.

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

Will the district implement this option?

Yes

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

We provide teachers with Summer Bridge curriculum that is evidence-based and follows an explicit, systematic, and multisensory reading instruction framework. In K-2, we provide teachers with shared reading plans, Fun with Phonics daily plans, reading plans and writing plans, and dedicated time for differentiated small group instruction based on data. In grades 4-5, students engage in daily careful reading and write daily based on the reading. Each week of summer camp is based on a thematic unit connected to content areas (Science and Social Studies). The reading, writing, math, and science activities students engage in are designed so that students are building knowledge and background information based on grade-level Social Studies and Science topics while also building critical vocabulary knowledge.

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.)

1,857

Students who demonstrate a reading deficiency in grades K-2

6,195

Students who score Level 1 in grades 4-5

2,502

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.)

40%

Students who demonstrate a reading deficiency in grades K-2

20%

Students who score Level 1 in grades 4-5

38%

Parent Support through a Read-At-Home Plan

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

Through our partnerships with myON, iReady, and Newsela, we are providing all students with a substantial deficiency a read-at-home plan. This read-at-home plan includes a Go-Home baggy with specific strategies and texts (mix of digital and traditional texts) as well as a goal-setting for families and students. We are also developing a parent video tip of the month to be housed on the district website and shared widely with schools and families.

Who at the district is responsible for monitoring this requirement?

Content Specialists, Area Superintendents, Executive Directors.

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?

Daily principal walk-throughs using iObservation; ISM visits

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

Content Specialists
Executive Directors
Area Superintendents
Executive Leadership Team

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 provides teachers with a wide variety of texts connected to content areas to increase students' background knowledge. Content Specialists often collaborate to choose texts connected to content standards. We monitor use of texts through the ISM process.

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

Content Specialists
Executive Directors
Area Superintendents
Executive Leadership Team

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

How does the district support and monitor implementation?

We provide professional development focused on differentiated instruction. We also provide teachers with access to materials to support differentiation. We support differentiated instruction through the ELA Champions and Department Chairs. ELA Champs and Dept Chairs regularly lead PLCs and collaborative planning sessions to analyze student data/work and plan small groups. We monitor differentiation through the ISM process as well as principal classroom walkthroughs.

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

Content Specialists
Executive Directors
Area Superintendents

Florida's Revised Formula For Success - Part B

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring/formative assessment, diagnosis, and summative assessment;
- **Core instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Immediate intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; and occurs in addition to core instruction; and
- **Immediate intensive intervention (Tier 3):** is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan and receive intensive interventions from teachers who are certified or endorsed in reading.

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

All of our high-quality curriculum materials are designed to align with Florida's Revised Formula for Success. As we align to the B.E.S.T. Standards, our content and professional development will be in full alignment with the intent of the B.E.S.T. with a laser-like focus on foundational skills for K-2 students and those that still show deficits based on the four types of classroom assessments. In K-5 we are rolling out a screener district-wide to determine students with reading difficulties including a Teacher Playbook to support targeted instruction based on several profiles. The daily structures we provide for schools also align to Florida's Revised Formula in that we have daily minutes allocated within an elementary schedule for Tier 1, Tier 2 and Tier 3 instruction. At the secondary level we have courses that align to the supports students require within these Tiers. Our professional development system and courses offered to teachers are also aligned with Florida's Revised Formula for Success. Our assessment system and curriculum materials support the four types of classroom assessment.

How does the district support and monitor implementation?

At the district level we regularly analyze data utilizing Performance Matters and other program data. AAR (Assessment, Accountability, and Research) schedules regular meetings to review and analyze data. In

addition, we walk-through schools regularly as part of the ISM process to support and monitor implementation. These visits include school-based data chats and engage school leaders in the problem-solving process.

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

Content Specialists
Executive Directors
Area Superintendents
Executive Leadership Team

Assessment/Curriculum Decision Trees - Part C

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

The Decision Trees must contain the following information:

- Name of screening, diagnostic, progress monitoring, local assessment, statewide assessment, or teacher observations used within the district. Pursuant to Section 1002.69, F.S., the Florida Kindergarten Readiness Screener (FLKRS) must be used as a component of identification for kindergarten students, and according to section (12) of the plan rule, the assessment tool used to identify students in grades K-3 with a substantial deficiency. Florida Standards Assessment-English Language Arts (FSA-ELA) must be one of the components used for grades 3-12 pursuant to Section 1008.25(4)(a), F.S.;
- Target audience (grade level);
- Performance criteria used for decision-making for each instrument;
- Assessment/curriculum connection, including evidence-based curriculum materials and practices used in instruction and intervention, that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning;
- An explanation of how instruction will be modified for students who have been identified as having a substantial deficiency in reading who are in need of intensive intervention; and
- Specific criteria for when a student is identified to receive intensive reading interventions by a teacher who is certified or endorsed in reading, what intensive reading interventions will be used, and how they are provided. Districts must identify the multisensory intervention provided to students in grades K-3 who have a substantial deficiency in reading. A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Upload Decision Tree File in PDF format

The following documents were submitted as evidence for this section:

Pinellas_9-12_Decision_Tree_R.pdf
<i>9-12 Decision Tree</i>
Document Link
Pinellas_6-8_Decision_Tree.pdf
<i>6-8 Decision Tree</i>
Document Link
Pinellas_3-5_Decision_Tree.pdf
<i>3-5 Decision Tree</i>
Document Link
Pinellas_K-2_Decision_Tree.pdf
<i>K-2 Decision Tree</i>
Document Link

Identification of Students with a Substantial Reading Deficiency

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

The scores at the specified achievement levels (see decision tree) during the three assessment cycles (Fall, Winter, Spring).

300 Lowest-Performing Elementary Schools

Does the district have one or more of the 300 lowest-performing elementary schools?

If yes, describe the process the district uses to ensure all of the following requirements are met. If individual schools within the district have a different approach to meet the requirements below, please include their plan.

Yes

Provide an additional hour per day of intensive reading instruction for students in the school. The additional hour may be provided within the school day.

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

Each year a district team reviews the schedules of all schools. Our L300 schools have at least 150 minutes built in to the master schedule.

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

Evidence of prior success in teaching reading is documented by various assessment data and student work samples over time. In addition, reading coaches provide side-by-side coaching and support to new teachers. District leaders worked closely with building principals using VAM data as well as learning gains data (based on NWEA MAP & FSA) to determine effectiveness. Prior to the start of the year, some teachers were transferred to different schools, different grade levels, and/or different subject areas based on the data.

Additionally, we ensure that any teacher who is instructing Tier 3 students are reading endorsed or certified. Schools verify this through our Focus system and we monitor at the district level.

The intensive reading instruction delivered in this additional hour includes research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency, including:

- differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs;
- explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback; and
- integration of social studies, science, and mathematics text reading, text discussion, and writing in response to reading.

The intensive reading instruction includes systematic, explicit, multi-sensory instruction which has been proven to accelerate progress of students exhibiting a reading deficiency. This instruction includes explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, comprehension, daily reading, text-discussion, and writing in response to reading with extensive opportunities for guided practice, error correction, and feedback. In addition, students are reading increasing challenging texts that integrate content knowledge. Two changes occurred last year based on data: Teachers in grades 3-5 are using grade level text during the intervention hour. This is based on data from Melrose Elementary where overall gains were noted in proficiency as well as 63% gains of the L25 students. Following this model two years ago (in the absence of data last year), we substantially increased

the number of students making overall gains as well as gains in the L25. We also showed increases in overall proficiency in all grade levels. Also, many schools shifted from Istation to iReady.