



2022-23 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Slaughter, Holly Elementary Reading and Language Arts Specialist slaughterh@pcsb.org 727-588-6090
Elementary English Language Arts (ELA)	Slaughter, Holly Elementary Reading and Language Arts Specialist slaughterh@pcsb.org 727-588-6090
Secondary ELA	Moseley, Britt 9-12 ELA/Reading Specialist moseleyb@pcsb.org 727.588.6110
Reading Endorsement	Anderson, Beth 6-8 Reading Specialist andersonbe@pcsb.org 727.588.6110
Reading Curriculum	Anderson, Beth 6-8 Reading Specialist andersonbe@pcsb.org 727.588.6110
Professional Development	Aligood, William Senior Professional Development Coordinator aligoodw@pcsb.org 727.588.6224
Assessment	Foran, Alice Executive Manager District Assessment, Accountability, & Research forana@pcsb.org 727.588.6330
Data Element	Salcedo, Octavio Director, AAR salcedoo@pcsb.org 727.588.6000
Summer Reading Camp	Slaughter, Holly Elementary Reading and Language Arts Specialist slaughterh@pcsb.org 727.588.6090
Third Grade Promotion	Slaughter, Holly Elementary Reading and Language Arts Specialist slaughterh@pcsb.org 727.588.6090
300 Lowest-Performing Elementary Schools	Slaughter, Holly Elementary Reading and Language Arts Specialist slaughterh@pcsb.org 727.588.6090
Multi-Tiered System of Supports (MTSS)	Jesse Steif, MTSS and Literacy Specialist 727.588.5018

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.

In July, we will meet with school leaders at all levels (K-12) to provide initial professional development on the CERP. We will continue to follow-up on elements contained in the CERP during our monthly leadership meetings and literacy coach meetings. Additionally, each school will choose members to serve on the Literacy Leadership Team (LLT). During the year, we will provide on-going training via the ELA Champions and Department Chair meetings. During these trainings, we will provide LLT members with ongoing training and support regarding the contents of the CERP. The school-based LLTs will meet once a month at the school level to plan and facilitate parent training and parent nights, SAC meetings, PTA meetings, as well as literacy-related events. Additionally, the CERP will be posted on our district website for parent and community access.

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year

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

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 70%

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

We are increasing the number of PreK classrooms within the school district. Next year, we anticipate 174 VPK classrooms across 70 schools. These units are staffed with a teacher + a CDA or 2 CDAs based on kindergarten readiness rates. We are implementing a Summer Rising K program at every Summer Bridge site (50 sites this summer). This year we are launching a new program, "100 Days till Kindergarten" where we provide resources for all Pinellas County VPK rooms (both public and private) to support kindergarten transition. The resources are designed for teacher use as well as parent/family use. We created 100 'mini-moment' videos for families around seven developmental domains. We have partnered with the UF Lastinger Center to provide professional development to targeted schools within our district as well as private providers to increase knowledge and evidence-based practices aimed at increasing kindergarten readiness. In addition, we are implementing a "High Scope" pilot in select schools based on kindergarten readiness. Lastly, we have purchased and trained on Nemours for all PCS VPK classrooms and Rising K classrooms to support oral language development and early literacy skills.

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	22	26	30	17	4	10	10	40	25	15
4	21	22	26	22	10	10	10	37	28	15
5	19	23	25	22	11	10	10	34	29	17
6	29	23	19	20	9	24	18	24	25	14
7	32	22	21	17	8	27	17	26	22	13
8	33	22	22	15	9	28	17	27	20	14
9	28	22	21	20	8	19	17	26	25	13
10	28	24	21	19	8	20	17	26	24	13

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 by 15% this year. K: from 57% to 72%; Grade 1 from 45% to 60%; Grade 2 from 51% to 66%.

District Budget for Evidence-Based Reading Instruction Allocation

Budget		
1	Estimated proportional share distributed to district charter	\$0.00
2	Reading coaches assigned to elementary schools	\$0.00
3	Reading coaches assigned to secondary schools	\$0.00
4	Intervention teachers assigned to elementary schools	\$0.00
5	Intervention teachers assigned to secondary schools	\$0.00
6	Supplemental materials or interventions for elementary schools	\$0.00
7	Supplemental materials or interventions for secondary schools	\$0.00
8	Intensive interventions for elementary students reading below grade level	\$0.00
9	Intensive interventions for secondary students reading below grade level	\$0.00
10	Professional development	\$0.00
11	Helping teachers earn the reading endorsement	\$0.00
12	Summer reading camps	\$0.00
13	Additional hour for 300 lowest-performing elementary schools	\$0.00
14	Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.	\$0.00
Total:		\$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 the science of reading and how to implement evidence-based reading instruction targeted for students identified with a substantial deficiency in reading. These intervention teachers support students in grades K-3. Additionally, K-3 summer reading teachers participate in in-depth training and ongoing professional development on the science of reading as well as evidence-based practices. Additionally, the 2 elementary reading coaches funded are K-2 reading coaches. These coaches provide professional development and in-class coaching supporting teachers as they prioritize students with substantial deficiencies in reading.

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. Content Specialists over ELA/Reading meet with the principals to present the requirement. We also communicate through email and shared documents.

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.

Executive directors and content specialists over ELA/reading

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. The professional development we provide is designed in accordance with Section 1012.98(4)(b)11., F.S., which includes phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading, including multi sensory intervention. 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.

The professional development will be differentiated and intensified in several ways based on progress monitoring data. LLTs will function as teams who meet regularly to disaggregate data and make informed decisions based on that data. This will result in targeted professional development, additional/adjustment to in-class, just-in-time coaching support, model lessons, and engaging in coaching cycles. The work of the LLT will be supported through the ELA Champions meetings as well as monthly leadership, literacy coaching meetings, and monthly MTSS meetings.

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.

Each year we kick off the year with a leadership meeting in July. During this meeting, we share the PD requirements (among others). Throughout the year we communicate via our monthly Chalk Talk Newsletter via our Professional Development Department, monthly leadership meetings, monthly literacy coach meetings, and biweekly elementary newsletters.

Additionally, leaders at all levels will attend the Summer Literacy Institute. As a result, the school leaders will be empowered to lead the literacy professional development in their own buildings as well a support colleagues by regularly sharing action items & reflection during monthly meetings.

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

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

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

Yes

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

District-level leadership, including Executive Directors, Area Superintendents, along with Associate Superintendents, analyze progress monitoring data and Instructional Support Model (ISM) data, to determine schools who have the greatest need. These schools are tiered according to levels of support with RAISE schools as a priority in the elementary grades.

Reading coaches assigned to schools must have a bachelor's degree in reading as well as reading endorsement or reading certification.

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?

During the July retreat, monthly leadership meetings, and followed up on ISM (Instructional Support Model) school 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). At the elementary level, we are working with the UF Lastinger Center. In 21/22 our coaches participated in a yearlong Literacy Coaching Certification model where they engaged in data-analysis, coaching cycles, and used "Teacher Playbooks" created by UF. The coaches video-taped themselves in coaching conversations to elicit feedback and problem solve. This professional development supported coaches as they made data-based decisions alongside teachers in an effort to improve teacher practice and student outcomes. Furthermore, the district supports coaches with prioritizing high-impact activities by sharing the Pinellas Coaching Handbook which includes the requirements of the Just Read Florida Coaching Model along with suggested times. We prioritize time spent planning and in coaching cycles and ask coaches NOT to perform administrative duties.

During coach meetings, we regularly analyze district data, study high-impact activities, and create action plans, possible coaching cycles, and potential professional development. We do this through some made-up scenarios for practice as well as engage coaches in real-time coaching scenarios by holding coaching meetings in schools with teachers and students in classrooms. We use ELA Walkthrough tools (anchored to evidence-based practices) as well as other tools such as the Educators Evaluating Quality Instructional Products (EQuIP) student work protocols with coaches to create action plans, differentiated PD, and coaching cycles. These tools are widely shared with school leaders as well as ELA Champions.

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 (including RAISE tiers), and state requirements. We progress monitor and determine if the plan is working or if changes need to occur. Some schools are allocated a full time (100%) literacy coach. Some schools are allocated a 50% literacy coach. Other schools are in a just-in-time model. Depending on the data, schools in the just-in-time model may receive 4-8 days of coaching support each month. Coaching support typically includes a differentiated pd model, collaborative planning, and embedded classroom coaching cycles of work.

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

Districts must monitor the implementation of the District K-12 Comprehensive Evidence-Based Reading Plan at the school and classroom level. The district must:

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

Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
District Screener	Kindergarten	Screener	Phonological Awareness, Phonics, Vocabulary	Annually
Lexia Power-Up Assessment	9-10 ALL reading students, 11 - foundational reading students	Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Annually
ThinkCERCA	9-10 ALL	Progress Monitoring	Vocabulary, Comprehension	Annually
ACT	11-12 Reading Students	Summative	Vocabulary, Comprehension	Annually
i-Ready	6-8 intensive reading students	Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
ELFAC (Early Literacy Formative Assessment Check)	K-2 Students	Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Fluency, Comprehension	3 x A Year
Istation (ISIP)	K-5 students	Progress Monitoring, Formative Assessment	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Monthly
District/School Created Formative Assessments	K-12 as needed	Screener, Progress Monitoring, Formative Assessment	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	Weekly, 2 x A Month, Monthly, Quarterly, 3 x A Year, Annually
FAST - Cambium	3-10	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
easy CBM	K-5	Diagnostic	Fluency	Monthly
Core Phonics Survey	3-5	Progress Monitoring, Diagnostic	Phonics	Monthly
Core Phoneme Deletion	K-5	Progress Monitoring, Diagnostic	Phonological Awareness	Monthly

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" (See 11C) 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/exit tickets as well as formatives every 4 weeks. Teachers upload the data every four 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 (School Improvement Plan), 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 on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

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

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

We will continue to implement professional development on the SOR. While this work has been targeted and implemented in some schools, we are focusing on scalability through our LLTs and monthly leadership teams, ensuring school leaders are instructional leaders in their buildings, monitoring implementation and providing teachers with ongoing feedback and additional professional development. We know we have GREAT work happening in pockets, but scalability and systems approaches will be strengthened.

School-Level Monitoring of Plan Implementation

School-level Reading Plan implementation - Part A

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

What process is in place to ensure effective implementation?

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.

In the upcoming school year, content specialists will conduct weekly reading walkthroughs with school leaders using the ELA Walkthrough tool as well as task analysis and student work analysis tools. We'll begin by focusing our work with leaders who attend the Summer Literacy Institute. These regular "norming" walkthroughs will build district and leadership capacity to recognize standards-aligned grade-level appropriate instruction as well as build capacity to provide teachers with sustained follow-up, structured feedback, and opportunities to reflect on practice. Through this walkthrough process, we will analyze progress monitoring (PM) data including state PM data, district PM data, and walkthrough data to determine areas of strength and potential next steps.

Who at the district level supports effective implementation?

Content Specialists, Area Superintendents, Executive Directors

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

Through this walkthrough process, we will analyze progress monitoring (PM) data including state PM data, district PM data, and walkthrough data to determine areas of strength and potential next steps. We will do this first with targeted schools (determined by principals who attend the Summer Literacy Institute/targeted RAISE schools). Then, these leaders will share their process with other leaders during monthly leadership meetings so that we have all leaders at all schools engaging in the school-level monitoring process. Finally, we will lead this problem solving process with ELA Champions for LLTs. LLTs will analyze problems as well as identify potential barriers. Then, a plan is developed & implemented. The plan will typically include differentiated professional development, a shift in coaching resources, as well as teacher leaders modeling effective practices in demonstration classrooms.

Weekly reading walkthroughs by administrators - 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. This coming year we will focus on the implementation of new standards, new curriculum, and student outcomes. We also provide administrators walk-through tools specifically designed for intensive reading courses. This year, we will strengthen this process by targeting specific schools, walking with administrators and using the walkthrough tools together, collecting data and artifacts and analyzing the work in teams. The administrators will then share their take-aways with their colleagues during monthly leadership meetings.

Who at the district level supports effective implementation?

Content Specialists, Executive Directors 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 and support needs of students - Part C

What process is in place to ensure effective implementation?

District staff review 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. In secondary, we do this work through the Department Chair meetings.

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 (See 11C) 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); teaching students to decode words, analyze word parts, and write and recognize words (strong evidence:wwc-PracticeGuide-21) and ensuring each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence: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 (see 11C) 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 (See 11C) 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 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.)

937

Students who demonstrate a reading deficiency in grades K-2

1,103

Students who score Level 1 in grades 4-5

804

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.)

41%

Students who demonstrate a reading deficiency in grades K-2

18%

Students who score Level 1 in grades 4-5

36%

Family Engagement through a Read-At-Home Plan

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

Describe the district's plan for providing a read-at-home plan to parents of students identified with a substantial deficiency in reading. Include literacy partnerships or programs the district has to increase support for families to engage in literacy activities and reading at home.

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 also developed a parent video tip of the month to be housed on the district website and shared widely with schools and families. We continue to actively recruit families to sign up for the New World's Reading Initiative. On our website, we include links to important ELA Resources such as the B.E.S.T. parent guides, Just Read Families, and Just Take 20. In addition, we are creating progress monitoring reports for parents aligned to grade-level standards. When families receive the progress monitoring reports, they also receive family-friendly suggestions to support reading and literacy at home. Many of the suggestions come from the DOE resources mentioned above.

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?

The PCG Modules Curriculum (see 11C) is our K-5 Core Curriculum which utilizes an evidence-based sequence of reading instruction.

Daily principal walk-throughs using iObservation; ISM visits, reviewing and providing feedback on master schedules.

We provide teachers with a daily flow of the 90 minute block. We also provide teachers with daily lesson plans that follow an evidence-based sequence of reading instruction. This includes whole-group instruction as well as use of texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

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.

We have purchased 30-50% of texts included on the B.E.S.T. list and civics list for all classroom teachers.

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 schedule dedicated time for small group instruction within the flow of the day. This occurs during core instruction as well as during the intervention block. We provide professional development focused on differentiated instruction. We also provide teachers with access to materials to support differentiation. These lessons are standards-aligned and provide print-rich explicit and systematic, scaffolded differentiated instruction. The instructional routines emphasize the use of text that builds background and content knowledge and is aligned to an essential question and provides students with multiple opportunities to practice and receive feedback, all aligned to the evidence-base. 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. Another support the district provides is funding for intervention teachers using K-12 Reading funds. We monitor small group instruction 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, diagnostic, and summative assessment;
- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

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

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 is 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.

Our Tier 1 PCS Modules curriculum (See 11C) for K-5 along with Study Sync, McGraw Hill for 6-12(this program meets FL requirements for evidence) includes the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.

For screening, we will engage in the state progress monitoring assessment 3 times a year. For progress monitoring, we have end-of-the modules, standards-aligned assessments every 4 weeks. For earlier grades we have diagnostic assessments built into the ELFAC (Early Literacy Formative Assessment Checks). This assessment helps teachers pinpoint specific foundational targets with respect to print concepts, phonological awareness, phonics, and fluency. In K-5 we have rolled out a district-wide screener to determine students with reading difficulties including further diagnostics based on screener data. The diagnostics include a fluency probe, phonics survey, and a phonemic awareness test.

We provide materials and professional development to align with Tier 2 and Tier 3 instruction and intervention. In our Teaching and Learning Book, we provide teachers with an intervention resource map that includes learner profiles as well as interventions. This helps teachers use data and match student needs with a proven, evidence-based intervention. We ensure our Tier 3 students are taught by a

reading endorsed teacher and monitor Focus regularly to ensure students are matched appropriately with teachers.

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. We will strengthen this work this year through our Literacy Leadership Team process, ELA Champions, and leadership meetings.

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

Requirements

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use the Assessment/Curriculum Decision Tree template to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

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

Tier 1

Core Instruction:

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

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

K-2: 40th percentile and above on STAR Early Literacy/STAR Literacy

3-5: State FAST PM 1: 50-99%ile OR Istation Quintile 4-5

(Highest score is used to determine status.)

THEN TIER 1 Only**Core Curriculum**

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

The PCG Modules Curriculum does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program.

Our modules curriculum is standards-aligned, and designed around evidence-based reading instruction, with balanced, explicit, and systematic reading instruction that fosters both code-based and text-based strategies for word identification and comprehension. Teachers utilize lesson plans provided in our modules daily lessons designed to teach students how to use reading comprehension strategies (SE = Strong Evidence). Every day, we ensure that students read connected text to support reading accuracy, fluency, and comprehension (ME = Moderate Evidence), as well as focus lessons on teaching students to identify and use the text's organizational structure to comprehend, learn, and remember content (ME). Lesson plans are designed with a hook to establish an engaging and motivating context in which to teach reading (ME) as well as suggestions for building background knowledge & content knowledge. Daily writing plans also focus on teaching students to use the writing process for a variety of purposes including writing about reading (SE), while at the same time teach students to become fluent with handwriting, spelling, & sentence construction (ME). In K-2, teachers utilize daily lesson plans provided in "Fun with Phonics" a district-created daily explicit, systematic, sequential, and multi-sensory phonics program designed in consultation with Wiley Blevins. These lessons provide detailed plans for whole group instruction whereby they develop awareness of the segments of sounds in speech and how they link to letters (SE); teach students to decode words, analyze word parts, and recognize words (SE). The grades 3-5 curriculum also includes daily explicit word analysis and vocabulary instruction (SE). Additionally, a team of teachers, ESE and EL specialists and Gifted teachers contribute to the design of each daily lesson by incorporating the principles of UDL as well opportunities for differentiation and specialized instruction. In each module, our EL department provides teachers with performance indicators aligned to standards including questions, prompts, and sentence stems for each language level (entering, emerging, developing, expanding, bridging). Module lesson plans are designed to include the spotlight benchmark, stacked benchmarks, the target, supporting learning targets, ongoing formative assessments, the lesson sequence, and instructional supports (during the lesson, during small group/conferring, during the share/reflect).

Source: What Works Clearinghouse Educator Practice Guides:

- Teaching Elementary Students to be Effective Writers
- Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade
- Improving Reading Comprehension in Kindergarten through 3rd Grade
- Improving Adolescent Literacy: Effective Classroom and Intervention Practices

Progress Monitoring**Assessment & Frequency**

K-2 STAR Early Literacy & STAR Literacy, 3 times a year

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

3-5 Cambium State Assessment Progress Monitoring, 3x a year
 Istation monthly ISIP
 iReady (select schools) 3 x a year

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

K-2: 40th percentile and above on STAR Early Literacy/STAR Literacy
 3-5: State FAST PM 1:
 50-99%ile OR
 Istation Quintile 4-5
 Grade 3 iReady 502 and above
 Grade 4 iReady 533 and above
 Grade 5 iReady 558 and above

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

K-2 STAR: 11th – 25th percentile OR Istation Quintile 2
 3-5: FAST 11-34%
 OR Istation Quintile 2

How is the effectiveness of Tier 1 instruction being monitored?

Weekly administrative walkthroughs; Cycle Data Review; MTSS Teams, Literacy Leadership Teams, ISM walkthroughs

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

Follow up on weekly administrative walkthroughs to include targeted feedback to the teacher including follow-up walkthroughs; formative assessment data analysis (every 3 weeks) and data chats & teacher sharing in PLCs, Cycle Data Review; MTSS Teams, Literacy Leadership Teams will be supported through the ELA Champion process including problem-solving and solving problems related to effectiveness of Tier 1 curriculum as well as distance-learnings students, ISM walkthroughs with feedback to teachers; just-in-time literacy coaching cycles based on data

How is the effectiveness of Tier 1 curriculum being monitored?

Weekly administrative walkthroughs; Cycle Data Review; MTSS Teams, Literacy Leadership Teams, ISM walkthroughs

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

Follow up on weekly administrative walkthroughs to include targeted feedback to the teacher including follow-up walkthroughs; formative assessment data analysis (every 3 weeks) and data chats & teacher sharing in PLCs, Cycle Data Review; MTSS Teams, Literacy Leadership Teams will be supported through the ELA Champion process including problem-solving and solving problems related to effectiveness of Tier 1 curriculum as well as distance-learnings students, ISM walkthroughs with feedback to teachers; just-in-time literacy coaching cycles based on data

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

Grade Levels: K-5

We use the Canvas platform district-wide. All teachers have a Canvas page. We have recorded daily lessons and digital support for students in distance learning. Teachers post digitally-recorded lessons and resources on the Canvas page. This is also supported by our one-to-one digital initiative whereby the district has provided a laptop computer for every student in grades 1-12.

Grade Levels: 6-8**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year: Level 3,4, or 5 as determined by FSA scores.

THEN TIER 1 Only**Core Curriculum**

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

StudySync from McGraw-Hill supported by strong evidence that meets Florida's requirements for evidence levels.

Progress Monitoring**Assessment & Frequency**

Benchmark Assessments after each Module

Writing monitoring two times per year

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

Scores that are level 3 or above in Performance Matters

Writing scores that are 6-10

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

Scores that are level 1-2 in Performance Matters and or

Writing scores that are 0-5

How is the effectiveness of Tier 1 instruction being monitored?

Administrative walkthroughs and lesson plan review, ISM walks with district content specialist

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

Textbook and all materials can be accessed online as well as connect to Canvas where teachers can create lesson modules for online learners. All Pinellas 6-8 students have one-to-one devices. The ELA CHAMPTION process will be adapted and the ISM walkthrough with feedback to teachers will be modified for distance-learning students.

How is the effectiveness of Tier 1 curriculum being monitored?

Through Benchmark Assessments, Standards Based Tasks, and Writing assessments.

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

Textbook and all materials can be accessed online as well as connect to Canvas where teachers can create lesson modules for online learners. All Pinellas 6-8 students have one-to-one devices. The ELA

Grade Levels: 6-8

CHAMPTION process will be adapted and the ISM walkthrough with feedback to teachers will be modified for distance-learning students.

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

Students can access the text and textbook assignments online. Teachers can also personalize assignments by creating modules in Canvas for students to work through. They can also upload verbal and video instruction in the Canvas platform.

Grade Levels: 9-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year: Students have earned either a 3,4, or 5 on the 2022 FSA and/or FAST or scored in the 2.2 learning gains bucket and show reading proficiency as measured by our adopted Reading Program unit assessments, a series of Oral Reading Fluency probes, and/or teacher/district created assessments or observations.

THEN TIER 1 Only**Core Curriculum**

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

McGraw Hill, StudySync (new adopted materials)- McGraw Hill's Florida StudySync program is supported by Tier III promising evidence under ESSA guidelines based on analysis of the results of scientific studies in multiple implementation settings using prior editions. In addition 9th and 10th grade students will use a program called ThinkCERCA . ThinkCERCA does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program with a strong rating by Routinely using a set of comprehension-building practices to help students make sense of the text and with moderate evidence by Integrating writing and reading to emphasize key writing features.

Progress Monitoring**Assessment & Frequency**

F.A.S.T progress monitoring 3 times a year and ThinkCERCA writing and reading instruction will happen monthly as part of regular instruction

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

Satisfactory performance on F.A.S.T and a score of 3 or better on a 5-point rubric within in the system or progressive growth toward a score of 3 on the ThinkCERCA rubric.

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

Unsatisfactory performance on F.A.S.T and 3 assessment scores showing a lack of progress toward a 3 or better on the 5-point rubric in ThinkCERCA

How is the effectiveness of Tier 1 instruction being monitored?

Teachers are monitoring individual student achievement through student work analysis via Study Sync, and site-based administrators and district administrators are monitoring average growth by school on FAST and in ThinkCERCA

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

PLC discussion, learning walks, teacher planning time and collaboration, ISD support. As well as regular data analysis from FAST and in ThinkCERCA is incorporated into the curriculum pacing guide and will be used once a month. Because both Study Sync and ThinkCERCA are digital, students doing remote learning will have the same access to the program as students in a brick and mortar classroom.

Grade Levels: 9-12

The ELA CHAMPTION process will be adapted and the ISM walkthrough with feedback to teachers will be modified for distance-learning students.

How is the effectiveness of Tier 1 curriculum being monitored?

Through Benchmark Assessments, Standards Based Tasks, and Writing assessments in ThinkCERCA

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

Textbook and all materials can be accessed online as well as connect to Canvas where teachers can create lesson modules for online learners. All Pinellas students have one-to-one devices. We also have a Success manager through ThinkCERCA who will review data alongside the district to help identify areas of strength and need and to suggest resources in the program that will support district plans. The ELA CHAMPTION process will be adapted and the ISM walkthrough with feedback to teachers will be modified for distance-learning students.

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

ThinkCERCA is a web-based program so students are able to access it anytime anywhere. Additionally, Learning modules through the district LMS with lesson/task chunking, various options for differentiation such as use of Nearpod and videos and Study Sync lessons available on-line.

Tier 2***Supplemental Instruction/Intervention:***

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

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

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year:

K-2 STAR: 10th – 24th percentile OR Istation Quintile 2

3-5: FAST 11-34% OR Istation Quintile 2

(Highest score is used to determine status.)

THEN TIER 1 Instruction and TIER 2 Interventions

Progress Monitoring

Tier 2 Programs/Materials/Strategies & Duration

LLI, University of Florida Lasting Center Flamingo Small Group Model, Istation/iReady, Soar to Success, Road to the Code, Fun with Phonics Small Group

Assessment & Frequency

The nature and frequency of progress monitoring will depend upon the intensity and severity of any identified target skill gaps.

Examples of progress monitoring at this level include: Istation Indicators of Progress (ISIP); iReady Diagnostic & Standards Mastery; Curriculum-Based Measures (e.g. DIBELS); CORE Phonics Survey; Running Record. Progress monitoring at this level should be done at least monthly and is intended to be formative in nature, meaning that it is reviewed during the implementation of interventions in order to assist in ongoing problem solving of effectiveness, particularly for groups of students at-risk.

Performance Criteria to discontinue Tier 2 interventions

Meet approaching proficiency requirements and benchmarks with continued support and careful monitoring.

K-2: STAR Early Literacy/Literacy: 25th percentile & above AND Istation Quintile 3 and above

3-5 FAST 35th percentile and above

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

Students are making adequate progress & building skills (approaching proficiency) but are not yet approaching proficiency.

K-2 STAR Early Literacy/Literacy: 10-24th percentile or Istation Quintile 2

3-5: FAST 11-34% or Istation Quintile 2

Performance Criteria that prompts the addition of Tier 3 interventions

Students are monitored by an MTSS team and determined to show “low or minimal” progress after a reasonable time in Tier 2. Further diagnostics are administered to determine the underlying aspects of reading that are blocking the student from achieving reading proficiency.

K-2 STAR Literacy/STAR Early Literacy:

1-9th percentile

AND

Istation Quintile 1

3-5 FAST: 1-10%ile AND

Istation Quintile 1

Number of times per week intervention provided

3-5

Grade Levels: K-5**Number of minutes per intervention session**

10-30

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

Pinellas County Schools maintains a Multi-Tiered System of Supports (MTSS) Implementation Guide, which details procedures that School-Based Leadership Teams (SBLTs) will implement across content areas, including Reading. The MTSS Implementation Guide states the following:

Tier 2 problem solving is the responsibility of the School Based Leadership Team. Students who require supplemental supports will be identified because of Tier 1 problem solving that includes determining that core instruction is effective (approximately 80% or more students are meeting grade level expectations), but that some students require additional support to achieve grade-level standards.

The purpose of Tier 2 problem solving is to answer the following questions:

- What is the appropriate intervention for a given group of students?
- How effective are the interventions selected for students identified as needing Tier 2 supports?
- Are most students within a given supplemental group demonstrating a positive response to the instruction?
- Are there students who may require increased intensity/individual problem solving to accelerate their growth rate?

The Guide further clarifies for SBLTs that Tier 2 intervention services are “effective” when at least 70% of students receiving those services (in addition to core supports) meet or exceed grade level proficiency.

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

The use of LLI and Reading Recovery are supported as evidence-based according to What Works Clearinghouse and other similar sites. Istation is supported by promising evidence according to research conducted by Johns Hopkins and submitted to the state for approval. These programs meet Florida's requirement for evidence levels.

The UF Flamingo Small Group Model does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program:

- Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade
- Improving Reading Comprehension in Kindergarten through 3rd Grade
- Improving Adolescent Literacy: Effective Classroom and Intervention Practices
- Using Student Achievement Data to Support Instructional Decision-Making

The Flamingo Routine is designed with five daily components: 1. Reading for Fluency; 2. Targeted Assessment; 3. Explicit Word Instruction; 4. Reading for Meaning; 5. Connecting Reading and Writing. Steps 1 and 4 are supported by moderate evidence/Tier 2 Moderate according to the practice guide, Foundational Skills to Support Reading for Understanding in K-3, recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension. Step 3 & 5, Explicit Word Instruction & Connecting Reading and Writing are supported by strong evidence/ Tier 1 strong in according to the practice guide, Foundational Skills to Support Reading for Understanding in K-3, recommendations 2 & 3, develop awareness of the segments of sounds in speech and how they link to letters and; teach students to decode words, analyze word parts, and write and recognize words. Step 2 is supported with minimal evidence/Tier 4 has rationale according to the

Grade Levels: K-5

practice guide, Using Student Achievement Data to Support Instructional Decision-Making, recommendation 1: Make data part of an ongoing cycle of instructional improvement. The district will support and monitor implementation of this program by ISM walkthroughs & the use of school leader guide-sheets including in-classroom and ongoing coaching support for professional learning.

Fun with Phonics, Small Group does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program:

In Fun with Phonics, students are taught explicit word instruction & connect reading to writing daily. These practices are supported by strong evidence/Tier 1 strong in according to the practice guide, Foundational Skills to Support Reading for Understanding in K-3, recommendations 2 & 3, develop awareness of the segments of sounds in speech and how they link to letters and; teach students to decode words, analyze word parts, and write and recognize words. Students practice skills learned by reading decodable texts supported by moderate evidence/Tier 2 Moderate according to the practice guide, Foundational Skills to Support Reading for Understanding in K-3, recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension. The district will support and monitor implementation of this program by ISM walkthroughs & the use of school leader guide-sheets including in-classroom and ongoing coaching support for professional learning.

Road to the Code does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation support the program: strong evidence/Tier 1 strong in according to the practice guide, Foundational Skills to Support Reading for Understanding in K-3, recommendations 2 & 3, develop awareness of the segments of sounds in speech and how they link to letters and; teach students to decode words, analyze word parts, and write and recognize words. The district will support and monitor implementation of this program by ISM walkthroughs & the use of school leader guide-sheets including in-classroom and ongoing coaching support for professional learning.

Soar to Success does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program:) Foundational Skills to Support Reading for Understanding in K-3, recommendations 2 & 3, develop awareness of the segments of sounds in speech and how they link to letters and; teach students to decode words, analyze word parts, and write and recognize words. Students practice skills learned by reading decodable texts supported by moderate evidence/Tier 2 Moderate according to the practice guide, Foundational Skills to Support Reading for Understanding in K-3, recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension. These recommendation(s) were built into the program by explicit daily word instruction & connect reading to writing daily. The district will support and monitor implementation of this program by ISM walkthroughs & the use of school leader guide-sheets including in-classroom and ongoing coaching support for professional learning.

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

Throughout the COVID pandemic as well as Summer Bridge, we have utilized 'Teams' and worked closely with families to schedule small-group, Tier 2 supports digitally. The Teams platform allows us whiteboard technology for word work and sharing screens for access to books. We've also worked with the University of Florida Lastinger Center to use an app they have created to meet in small groups. Through this partnership, we have access to a plethora of online Sundance and Newbridge leveled texts. We've also studied ways to assess students frequently for monitoring and planning. We've used the Core Phonics Survey in distance learning as well as administered running records virtually. Finally, we worked with Istation to allow students access to take the ISIP from home (this feature was previously disabled prior to the pandemic). We've also worked closely with our technology department

Grade Levels: K-5

to ensure our students have the appropriate technology with front-facing cameras so that teachers and students can see each other during instruction. Our Pinellas Education Foundation has also worked closely with Spectrum to ensure all students have access to the necessary wi-fi to engage in distance learning. The ELA Champion process and the ISM walkthrough process will be adapted and modified for distance-learning students.

Grade Levels: 6-8**IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

Scored below grade level on iReady Diagnostic

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

iReady/ Ready/3 small group rotations daily/ strategy work embedded with standards-based close reading of text.

Assessment & FrequencyiReady Diagnostic 2 times per year
State Progress Monitoring Tool 3 times per year**Performance Criteria to discontinue Tier 2 interventions**Reach grade level performance on iReady Diagnostic cycle 2
State Progress Monitoring Tool identifies student as reading on grade level**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**Continue to score below grade level on iReady Diagnostic
State Progress Monitoring Tool indicates Tier 2 instruction is needed,**Performance Criteria that prompts the addition of Tier 3 interventions**Scores below grade 3 on iReady Diagnostic, or scores disfluent on FAIR Toolkit
State Screener indicates the need for Tier 3**Number of times per week intervention provided**

5

Number of minutes per intervention session

40-50

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

We identify problems by doing classroom walkthroughs and school and district data analysis. We solve problems by providing feedback to teachers, providing professional development, and providing coaching support. PLCs with ELA and reading teachers ensure alignment with core curriculum. ELA and reading district personnel plan together to align curriculum guides and teacher resources. The software portion of iReady is available to online learners as well as support from a teacher via Teams.

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

iReady – meets Florida's requirements for evidence levels.

Grade Levels: 6-8

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

Lesson/task chunking, diverse options for differentiation such as use of Nearpod, videos, virtual field trips and peer discussion groups with teacher. The ISM walkthroughs and feedback process will be adapted and modified for distance-learning students.

Grade Levels: 9-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year: FSA Level 1 or 2 and or FAST equivalent and or not showing grade-level proficiency on reading intervention programs and or district/ school created assessment and or scores disfluent on FAIR or ORF.

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

Lexia Powerup, small group instruction, partner reading, problem-based learning, oral fluency probes/ FAIR

Assessment & Frequency

This program provides stealth assessment and data collection that begins with a diagnostic assessment once at the beginning of the year. Small group instruction will happen weekly, and ORF or FAIR quarterly to verify growth.

Performance Criteria to discontinue Tier 2 interventions

Students are reading < 147 wpm on ORF and scoring above foundational reading skills in Lexia program.

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

Students are reading < 147 WPM on ORF
Students are still placing in foundational reading skills on Lexia program.
State Screener indicates the need for Tier 3

Performance Criteria that prompts the addition of Tier 3 interventions

Students continually fail lessons in PA and phonics in Lexia program. Negligible growth in WPM on ORF.

Number of times per week intervention provided

4

Number of minutes per intervention session

45

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

Monthly PLC's and planning meetings held by ISD's with reading teachers teacher's, monthly meetings with site-based administrators, classroom walks. PD three times a year, Lexia school success PD. The ELA Champion process and the ISM walkthrough process will be adapted and modified for distance-learning students.

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

Grade Levels: 9-12

Lexia Power up scored as strong in Evidence for ESSA

Other classroom practices use the following IES Practice Guide recommendation(s) to support the work.

Provide direct and explicit comprehension strategy instruction.= strong

Provide explicit vocabulary instruction= strong

PracticeGuide-8

Provide purposeful fluency-building activities to help students read effortlessly

Build students' decoding skills so they can read complex multisyllabic words

PracticeGuide-29

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

Lexia Powerup, small group instruction, partner reading, problem-based learning, oral fluency probes are conducted for students receiving distance learning via online platforms. The ELA CHAMPTION process will be adapted and the ISM walkthrough with feedback to teachers will be modified for distance-learning students.

Tier 3

Intensive, Individualized Instruction/Intervention:

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

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

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

(Enter assessment criteria that will be used)

Grades K-2: STAR Early Literacy/Literacy: 1-10%ile and Istation Quintile 1

Grade 3-5: FAST 1-9%ile AND Istation Quintile 1

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

LLI (smaller group size/increased time & intensity on instructional areas specific to the student/s changing needs); University of Florida's Flamingo Small Group Model (smaller group size/increased time & intensity on instructional areas specific to the student/s changing needs); Istation Teacher-Directed Lessons; Reading Recovery; Soar to Success; Nemours Level 2; Road to the Code

Assessment & Frequency

The nature and frequency of the progress monitoring will depend upon the intensity and severity of any identified target skill gaps. Examples of progress monitoring at this level include: Istation Indicators of Progress (ISIP) bimonthly; iReady Diagnostic & Standards Mastery; Curriculum-Based Measures (e.g. DIBELS/Easy CBM); Running Record every 10 days, Core Phonics Survey, Core Phoneme Deletion. Progress monitoring at this level should be done at least every two weeks and is intended to be formative in nature, meaning that it is reviewed during the implementation of interventions in order to assist in ongoing problem solving of effectiveness, particularly for individual students.

Performance Criteria to discontinue Tier 3 interventions

If a student's performance data warranted implementation of Tier 3 intervention, and then in a subsequent benchmark cycle they reduce their overall risk level but are not yet proficient (i.e. Tier 2 or 'Approaching Proficiency' level). In addition, if a subsequent benchmark cycle shows significantly reduced risk to the level of 'Proficient', then only core instruction will be required.

K-2 STAR Early Literacy/Literacy: 10th percentile and above and Istation Quintile 2 and above

3-5: FAST 11% and above AND Istation Quintile 2 and above

Performance Criteria indicating continuation of Tier 3 interventions

Students are making adequate progress & building skills but are not yet meeting Tier 2 requirements.

Grades K-2: STAR Early Literacy/Literacy: 1-9%ile and Istation Quintile 1

Grade 3-5: FAST 1-10%ile AND Istation Quintile 1

Performance Criteria that prompts intensified Tier 3 interventions

If a student's performance data warranted implementation of Tier 3 intervention, and then in a subsequent benchmark cycle they continue to demonstrate Tier 3 need, their intervention plan will be reviewed to determine if changes should be made to the intervention design. Students are monitored by an MTSS team. This team evaluates benchmark scores (i.e., FAST, Running Records, ELFAC) against grade-level standards to determine if interventions are working or need to be changed. MTSS teams also consider the ongoing progress monitoring data and whether the student is exhibiting a rate of skill improvement that will meet or exceed the established goal within a reasonable amount of time.

If students are not meeting benchmark and progress monitoring goals with Tier 3 intervention, additional assessments to more precisely identify and target any underlying skill gaps are considered.

Number of times per week intervention provided

Grade Levels: K-5

5

Number of minutes per intervention session

10-45

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

Pinellas County Schools maintains a Multi-Tiered System of Supports (MTSS) Implementation Guide, which details procedures that School-Based Leadership Teams (SBLTs) will implement across content areas, including Reading. The MTSS Implementation Guide states the following:

The purpose of Tier 3 services is to help students overcome significant barriers to learning academic and/or behavior skills required for school success. Tier 3 intensive services are characterized by:

- More instructional time
- Smaller (or individual) instructional groups
- More precisely targeted at the appropriate level
- Clearer and more detailed explanations used during instruction
- More systematic instructional sequences used
- More extensive opportunities for practice provided
- More opportunities for effort correction and feedback provided

The purpose of Tier 3 problem solving is to answer the following questions:

- Why is the desired behavior not occurring? What are the conditions under which it can or cannot occur?
- What about the interaction of the curriculum (including assessments), instructional practices, learning environment (including equity issues), and the Learner may be hindering the desired outcome?
- What data do we have to validate or rule out possible barriers/causes? What is the most likely explanation?
- Given the outcome of problem analysis, what additional supports need to be implemented to accelerate the student's rate of growth?
- What is the student's response to this intensive intervention? How well are the selected individualized, intensive supports helping the student reach the goal or desired behavior?
- What is the relationship between sustained growth and sustained support? When does, the data indicate that supports can be faded or minimized in intensity?

Standard decision rules that provide guidance for comparing an individual student's trend line and/or rate of improvement to their goal line or expected rate of growth are used to determine positive, questionable, and poor response to intervention and are described in the MTSS Implementation Guide. The ELA Champion process and the ISM walkthrough process will be adapted and modified for distance-learning students.

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

The use of LLI and Reading Recovery are supported as evidence-based according to What Works Clearinghouse and other similar sites. Istation is supported by promising evidence according to research conducted by Johns Hopkins and submitted to the state for approval. These programs meet Florida's evidence requirements.

The UF Flamingo Small Group Model does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide recommendation(s) support the program:

Grade Levels: K-5

- Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade
- Improving Reading Comprehension in Kindergarten through 3rd Grade
- Improving Adolescent Literacy: Effective Classroom and Intervention Practices
- Using Student Achievement Data to Support Instructional Decision-Making

The Flamingo Routine is designed with five daily components: 1. Reading for Fluency; 2. Targeted Assessment; 3. Explicit Word Instruction; 4. Reading for Meaning; 5. Connecting Reading and Writing. Steps 1 and 4 are supported by moderate evidence/Tier 2 Moderate according to the practice guide, Foundational Skills to Support Reading for Understanding in K-3, recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension. Step 3 & 5, Explicit Word Instruction & Connecting Reading and Writing are supported by strong evidence/ Tier 1 strong in according to the practice guide, Foundational Skills to Support Reading for Understanding in K-3, recommendations 2 & 3, develop awareness of the segments of sounds in speech and how they link to letters and; teach students to decode words, analyze word parts, and write and recognize words. Step 2 is supported with minimal evidence/Tier 4 has rationale according to the practice guide, Using Student Achievement Data to Support Instructional Decision-Making, recommendation 1: Make data part of an ongoing cycle of instructional improvement.

Road to the Code does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation support the program: strong evidence/Tier 1 strong in according to the practice guide, Foundational Skills to Support Reading for Understanding in K-3, recommendations 2 & 3, develop awareness of the segments of sounds in speech and how they link to letters and; teach students to decode words, analyze word parts, and write and recognize words. The district will support and monitor implementation of this program by ISM walkthroughs & the use of school leader guide-sheets including in-classroom and ongoing coaching support for professional learning.

Soar to Success does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program:) Foundational Skills to Support Reading for Understanding in K-3, recommendations 2 & 3, develop awareness of the segments of sounds in speech and how they link to letters and; teach students to decode words, analyze word parts, and write and recognize words. Students practice skills learned by reading decodable texts supported by moderate evidence/Tier 2 Moderate according to the practice guide, Foundational Skills to Support Reading for Understanding in K-3, recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension. These recommendation(s) were built into the program by explicit daily word instruction & connect reading to writing daily. The district will support and monitor implementation of this program by ISM walkthroughs & the use of school leader guide-sheets including in-classroom and ongoing coaching support for professional learning.

Nemours Level 2 does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation support the program: strong evidence/Tier 1 strong in according to the practice guide, Foundational Skills to Support Reading for Understanding in K-3, recommendations 2 & 3, develop awareness of the segments of sounds in speech and how they link to letters and; teach students to decode words, analyze word parts, and write and recognize words. The district will support and monitor implementation of this program by ISM walkthroughs & the use of school leader guide-sheets including in-classroom and ongoing coaching support for professional learning.

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

Throughout the COVID pandemic as well as Summer Bridge, we have utilized 'Teams' and worked closely with families to schedule small-group, Tier 2 supports digitally. The Teams platform allows us

Grade Levels: K-5

whiteboard technology for word work and sharing screens for access to books. We've also worked with the University of Florida Lastinger Center to use an app they have created to meet in small groups. Through this partnership, we have access to a plethora of online Sundance and Newbridge leveled texts. We've also studied ways to assess students frequently for monitoring and planning. We've used the Core Phonics Survey in distance learning as well as administered running records virtually. Finally, we worked with Istation to allow students access to take the ISIP from home (this feature was previously disabled prior to the pandemic). We've also worked closely with our technology department to ensure our students have the appropriate technology with front-facing cameras so that teachers and students can see each other during instruction. Our Pinellas Education Foundation has also worked closely with Spectrum to ensure all students have access to the necessary wi-fi to engage in distance learning.

Grade Levels: 6-8**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Scores below grade 3 on iReady Diagnostic and/or scores disfluent on FAIR Toolkit

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Reading Horizons Elevate (See 11C below) direct instruction with software supplement. Students receive explicit, systematic, multisensory instruction on letter sounds including a kinesthetic cue, 5 phonetic skills that teach rules on usage of long and short vowel sounds and 2 decoding skills that give students a marking system with rules for syllable segmentation. Each syllable is then analyzed using the 5 phonetic skills to prove the vowel sounds in the words. Each lesson follows the Core 4: Review, instruction, dictation, transfer for a gradual release model. Formative assessments are ongoing for the teacher to adjust the instruction and dictation until mastery is achieved. Transfer allows students to access text to build vocabulary and comprehension using the skills learned in the lesson.

iReady phonics lessons and supplementary Toolbox lessons / small group rotations, strategy work embedded with close reading of text.

Assessment & Frequency

iReady Diagnostic, Elevate Lexile assessment 2 times per year and or
State Progress Monitoring Tool
3 times per year

Performance Criteria to discontinue Tier 3 interventions

Scores above grade 3 on iReady Diagnostic, scores above or max score on the phonics domain, or scores fluent on FAIR Toolkit

State Progress Monitoring Tool identifies student as approaching grade level

Scores above grade 3 on iReady Diagnostic, scores above or max score on the phonics domain, or scores fluent on FAIR Toolkit

State Progress Monitoring Tool identifies student as approaching grade level

Performance Criteria indicating continuation of Tier 3 interventions

Scores show student made typical growth on iReady Diagnostic at mid-year, fluency WPM has increased at mid-year

Performance Criteria that prompts intensified Tier 3 interventions

Less than 10-point increase on Elevate Lexile assessment or less than half of their Typical Growth on iReady diagnostic or no growth in FAIR Toolkit assessment

Number of times per week intervention provided

5

Number of minutes per intervention session

40-50

Grade Levels: 6-8**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions, including alignment with core curriculum and instruction, provided to in-person students? Provided to distance learning students?**

We identify problems by doing classroom walkthroughs and school and district data analysis. We solve problems by providing feedback to teachers, providing professional development and providing coaching support. PLCs with ELA and reading teachers ensure alignment with core curriculum. ELA and reading district personnel plan together to align curriculum guides and teacher resources. Both iReady and Elevate software are available for distance learners. Teachers connect with students via Teams calls. The ELA Champion process and the ISM walkthrough process will be adapted and modified for distance-learning students.

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

iReady – meets Florida's requirements of evidence levels.

Reading Horizons: Elevate does not meet strong, moderate or promising levels of evidence; however, the following IES Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grade 4-9 Recommendation(s) 1. Building students' decoding skills so they can read complex multisyllabic words, strong evidence, 2. Provide purposeful fluency-building activities to help students read effortlessly, strong. These recommendation(s) were built into the program by the use of the Orton-Gillingham approach to instruction of decoding multisyllabic words, including but not limited to syllable segmentation, phoneme manipulation, rules regarding use of long, short, or schwa vowel sounds, and the regular use of transfer text to build fluency. The district will support and monitor implementation of this program by progress monitoring using the iReady Diagnostic and fluency (ORF from FAIR Toolkit) assessments, including embedded coaching support, virtual training modules and just in time face to face sessions for professional learning.

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

One on one time with teacher, lesson/task chunking, diverse options for differentiation such as use of Nearpod and videos, on-line lessons.

Grade Levels: 9-12**IF Student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used)

Student meets the following criteria at beginning of school year: FSA Level 1 or 2 and or FAST equivalent and or not showing grade-level proficiency on reading intervention programs and or district/ school created assessment and or scores disfluent on FAIR or ORF

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

Progress Monitoring

Tier 3 Programs/Materials/Strategies & Duration

Lexia Powerup, small group instruction, partner reading, problem-based learning, oral fluency probes/ FAIR

Assessment & Frequency

This program provides stealth assessment and data collection that begins with a diagnostic assessment once at the beginning of the year. Small group instruction will happen weekly, and ORF or FAIR quarterly to verify growth.

Performance Criteria to discontinue Tier 3 interventions

Students are reading < 147 wpm on ORF and scoring above foundational reading skills in Lexia program.

Performance Criteria indicating continuation of Tier 3 interventions

Students are reading < 147 WPM on ORF
Students are still placing in foundational reading skills on Lexia program.
State Screener indicates the need for Tier 3

Performance Criteria that prompts intensified Tier 3 interventions

Students continually fail lessons in PA and phonics in Lexia program. Negligible growth in WPM on ORF.

Number of times per week intervention provided

5

Number of minutes per intervention session

45

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

Monthly PLC's and planning meetings held by ISD's with reading teachers teacher's, monthly meetings with site-based administrators, classroom walks. PD three times a year, Lexia school success PD. The ELA Champion process and the ISM walkthrough process will be adapted and modified for distance-learning students.

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

Grade Levels: 9-12

Lexia Power up scored as strong in Evidence for ESSA and meets Florida's requirements for evidence levels.

Other classroom practices use the following IES Practice Guide recommendation(s) to support the work.

Provide direct and explicit comprehension strategy instruction.= strong

Provide explicit vocabulary instruction= strong

PracticeGuide-8

Provide purposeful fluency-building activities to help students read effortlessly

Build students' decoding skills so they can read complex multisyllabic words

wwc-PracticeGuide-29

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

Lexia Powerup, small group instruction, partner reading, problem-based learning, oral fluency probes are conducted for students receiving distance learning via online platforms. The ELA CHAMPTION process will be adapted and the ISM walkthrough with feedback to teachers will be modified for distance-learning students.

Identification of Students with a Substantial Reading Deficiency

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

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

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

For K-3, students will be identified by scoring at the lowest level/benchmark identified by the publisher during the universal screening period. This will prompt the teacher to implement a Progress Monitoring Plan which includes parent notification, implementing an evidence-based intervention, and implementing a Read-at-Home plan. For 4-12, students will be identified by scoring at the lowest level/benchmark identified by the publisher during the universal screening period and/or the student has demonstrated, through consecutive formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the areas of phonological awareness; phonics; vocabulary, including oral language skills; reading fluency; and reading comprehension. This will prompt the teacher to implement a Progress Monitoring Plan which includes parent notification, implementing an evidence-based intervention, and implementing a Read-at-Home plan.