

District Comprehensive Evidence-Based Reading Plan

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) [1002.33\(7\)\(a\)2.a.](#) and [1003.4201](#), Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact	Holly Slaughter	Slaughterh@pcsb.org	727-588-6090
Data Element	Dr. Anna Brown	Brownanna@pcsb.org	727-588-6250
Third Grade Promotion	Holly Slaughter	Slaughterh@pcsb.org	727-588-6090
Multi-Tiered System of Supports	Michael Cowley	Cowleym@pcsb.org	727- 588-6047

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. [1002.33\(7\)\(a\)2.a.](#), [1003.4201](#) and [1008.25\(3\)\(a\)](#), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	559,017.02	10
Intervention teachers	102,062.28	1

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Instructional Staff Developer	484,338.14	3
Scientifically researched and evidence-based supplemental instructional materials	499,116.22	
Elementary Reading & Language Arts Specialist	16,944.74	
Third grade summer reading camps		
Summer reading camps	16,976.32	
Secondary Expenses		
Literacy coaches		
Intervention teachers	567,702.44	4
Scientifically researched and evidence-based supplemental instructional materials		
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	333,853.78	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning	403,176.70	
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Reading Supplies	4,207.63	
Estimated Sum of Expenditures	2,987,395.27	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(9\)\(b\)3.d., F.A.C.](#))

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10 th percentile	Urgent Intervention <10 th percentile	At & Above Benchmark 40 th percentile & above	At & Above Benchmark 40 th percentile & above
VPK	<1%	<1%	96%	97%

1. Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

Improvement of literacy outcomes for VPK students will focus on language and literacy standards as we work to further develop oral language skills in response to the data reviews of both STAR Early Literacy and Teaching Strategies Gold progress monitoring across the program year as well as CLASS observation data. The CLASS Instructional Support domain will be the area of focus for professional learning for classroom staff, district coaches, and school-based administrators. A strong emphasis on oral language development significantly enhances early literacy skills. Children who have developed robust oral language skills are better equipped to understand and develop early reading and writing skills. Oral language serves as a foundation for various literacy components, including comprehension, vocabulary, phonemic awareness, and phonics. VPK student performance data will be monitored following each PM window and used to identify students demonstrating a need for early literacy support. Following PM2, students demonstrating substantial deficiencies will have a progress monitoring plan developed identifying an intervention to core instruction. Students on a PMP will be monitored for response to the intervention.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	13%	10%	70%	74%
1	16%	10%	68%	72%
2	19%	12%	61%	70%
3	12%	10%	68%	74%
4	14%	10%	66%	74%
5	11%	8%	66%	74%
6	17%	10%	64%	68%
7	16%	10%	63%	66%
8	16%	10%	62%	66%
9	17%	15%	63%	65%
10	17%	15%	62%	65%

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	Data that will be collected and frequency of review FAST-STAR Early Literacy (3x) FAST-STAR Reading (3x) FAST ELA Reading (3x) ELFAC Early Literacy Formative Assessment Check 4x)	FAST-STAR Early Literacy (3x) FAST-STAR Reading (3x) FAST ELA Reading (3x) ELFAC (4x)

	End of Module Reading/Writing Assessments (monthly) Amira ISIP (monthly) End of Module Reading/Writing Assessments (End of Module from Core Curriculum) (monthly) Amira ISIP (monthly) Oral Reading Fluency 3x a year	End of Module Reading/Writing Assessments (End of Module from Core Curriculum) (monthly) Amira ISIP (monthly) Oral Reading Fluency 3x a year
Actions for continuous support and improvement	Actions for continuous support and improvement • District-level Literacy Leadership Team meets regularly to disaggregate data and make informed decisions on how to maximize student growth. We will do this by using our new platform, Data Analytics, to identify district trends, specific benchmark targets. We will use the data to inform professional learning, curriculum revisions, action steps with coaches, and school-based leaders. Finally, we will share data protocols and action steps with school-based LLTs to replicate the process at the school level. • Provide professional development to administrators, literacy coaches and teachers on scientifically based reading research and evidence-based practices, elevating Writing to Learn as a high yield strategy. • Build capacity by identifying teachers (ELA Champions), coaches and district personnel who serve as trainers in the use of evidence-based curriculum, instruction and intervention aligned to the BEST Standards.	• School-level Literacy Leadership Team meets regularly to disaggregate data and make informed decisions on how to maximize student growth. Schools will use the district protocols to take action steps. • Administrators conduct weekly walkthroughs and provide feedback to teachers on evidence-based practices; ensuring students have access to a rigorous, evidence-based curriculum for reading and writing and that teachers are using the curriculum with fidelity. • Administrators co-plan and co-lead PLCs with the ELA Champions and create schedules which allow teachers to model and mentor teachers in the building. • Principals and coaches work together to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a significant effect on improving student outcomes.

	· Implement the evidence-based coaching model with fidelity including prioritizing time to teachers, activities and roles that have the greatest impact on student achievement, namely coaching, modeling and mentoring in classrooms daily. · Continue to provide districtwide professional development for the BEST Standards grounded in the science of reading and evidence-based literacy instruction. · Continue to provide school leaders, coaches and teachers with professional development to develop a deep understanding of phonological awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension as well as explicit, systematic and sequential approaches to reading instruction, including multisensory intervention strategies. District leaders at all levels will co-plan monthly leadership meetings to ensure ongoing professional learning occurs at all levels. This SOR training will connect to our PCS 5 Essentials of Effective Instruction, connecting the science of reading to the evidence-based practices. Furthermore, this professional learning will empower principals to provide training to help teachers integrate phonological awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including	
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	multisensory intervention strategies. As a district, we'll continue to elevate "Writing to Learn" as a high yield strategy to provide students with critical thinking, analysis, and elaborative techniques and we'll also spotlight 'Language Development and Academic Discourse' as a high-yield strategy leading to better outcomes for students. • During monthly leadership meetings we will spotlight progress monitoring data, identifying Tier 1, 2, and 3 gaps, and assigning action steps with follow-up monitoring. We will provide ongoing coaching with principals based on school-based data with clear "look-fors" aligned to the reading plan while also integrating school-based SIP goals. • Provide a research-based one-on-one tutoring intervention to students in the primary grades modeled after the successful Read Across Pinellas (RAP) pilot program. • School-level Literacy Leadership Team meets regularly to disaggregate data and make informed decisions on how to maximize student growth. Schools will use the district protocols to take action steps. • Administrators conduct weekly walkthroughs and provide feedback to teachers on evidence-based practices; ensuring students have access to a rigorous, evidence-based curriculum for reading and writing and that teachers are using the curriculum with fidelity.	
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	- Administrators co-plan and co-lead PLCs with the ELA Champions and create schedules which allow teachers to model and mentor teachers in the building. - Principals and coaches work together to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a significant effect on improving student outcomes.	
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	FAST ELA Reading (3x) End of Module Reading/Writing Tasks (monthly) iReady Diagnostic-(3x) Intensive Reading	FAST ELA Reading (3x) End of Module Reading/Writing Tasks (monthly) iReady Diagnostic (3x)-Intensive Reading
Actions for continuous support and improvement	- District-level Literacy Leadership Team meets regularly to disaggregate data and make informed decisions on how to maximize student growth. We will do this by using our new platform, Data Analytics, to identify district trends, specifically, benchmark targets. We will use the data to inform professional learning, curriculum revisions, action steps with coaches, and school-based leaders. Finally, we will share data protocols and action steps with school-based LLTs to replicate the process at the school level. - Provide professional development to administrators, literacy coaches and teachers on scientifically based reading research and evidence-based practices. - Build capacity by identifying teachers (ELA Department Chairs), coaches and district	School-level Literacy Leadership Team meets regularly to disaggregate data and make informed decisions on how to maximize student growth. By using our new platform, Data Analytics, schools will identify trends, specifically, benchmark targets. They will use the data to inform professional learning, instructional decisions, and action steps with school-based leaders and teachers.

	personnel who serve as trainers in the use of evidence-based curriculum, instruction and intervention aligned to the BEST Standards. ·Implement the evidence-based coaching model with fidelity including prioritizing time to teachers, activities and roles that have the greatest impact on student achievement, namely coaching, modeling and mentoring in classrooms daily. ·Continue to provide districtwide professional development for the BEST Standards grounded in the science of reading and evidence-based literacy instruction. ·Continue to provide school leaders, coaches and teachers with professional development to develop a deep understanding of phonological awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension as well as explicit, systematic and sequential approaches to reading instruction, including multisensory intervention strategies. District leaders at all levels will co-plan monthly leadership meetings to ensure ongoing professional learning occurs at all levels. This SOR training will connect to our newly developed PCS 5 Essentials of Effective Instruction, connecting the science of reading to evidence-based practices. Areas of special focus will include cognitive engagement with content, writing to learn, and formative assessment with feedback. Furthermore, this professional learning will	
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	empower principals to provide training to help teachers integrate phonological 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.	
Grades 9-12	District Level	School Level
Data that will be collected and frequency of review	FAST ELA Reading (3x) Lexia PowerUP (monthly)	FAST ELA Reading (3x) Lexia PowerUP (monthly)
Actions for continuous support and improvement	District-level Literacy Leadership Team meets regularly to disaggregate data (FAST, Power up, or District Created Common Assessments) and make informed decisions on how to maximize student growth. We will do this by using our extensive data platform to identify district trends, specific benchmark targets, and subgroup growth. We will use the data to inform professional learning, curriculum revisions, action steps with coaches, and school-based leaders. Finally, we will share data protocols and action steps with school-based administrators and LLTs to replicate the process at the school level. The district has codified 5 Essentials of Effective Instruction, and we will share protocols and resources designed to support the focus of our district professional development team. When we meet together as an LLT, we'll share resources and ideas for ensuring the	- School-level Literacy Leadership Team meets regularly to disaggregate data and make informed decisions on how to maximize student growth. Schools will use the district protocols to take action steps to continue to increase proficiency. - Administrators conduct weekly walkthroughs and provide feedback to teachers on evidence-based practices; ensuring students have access to a rigorous, evidence and standards-based curriculum for reading and writing. - Administrators conduct weekly walkthroughs to ensure teachers are using the HS curriculum with fidelity and with innovative and engaging instructional practice to meet the needs of their students. - Administrators co-plan and co-lead PLCs with the ISDs and/or department chairs and create schedules that allow for site-based mentoring and collaboration with teachers in the building.

	Essentials of Effective Instruction strategies are embedded in our professional learning and in our curriculum. • Provide professional development to administrators, literacy coaches and teachers on scientifically based reading research and evidence-based practices. • Build capacity by identifying teachers, coaches and district personnel who serve as trainers in the use of evidence-based curriculum; instruction and intervention aligned to the BEST Standards. • Implement the evidence-based coaching model with fidelity including prioritizing time to teachers, activities and roles that have the greatest impact on student achievement, namely coaching, modeling and mentoring in classrooms daily.	• Principals and coaches work together to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a significant effect on improving student outcomes.
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2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Establish a more structured literacy leadership system with defined roles, meeting protocols, and accountability measures at both district and school levels. During monthly district literacy leadership meetings, we will focus on disaggregating FAST and progress monitoring data, identifying Tier 1, 2, and 3 gaps, and assigning action steps with follow-up monitoring. We will provide ongoing coaching with principals based on school-based data with clear "look-fors" aligned to the reading plan while also integrating school-based SIP goals.

We will continue to develop a coherent, tiered professional learning system aligned to the science of reading and district data. We will continue to focus on strengthening principal and teacher capacity by training administrators to lead professional learning on the science of reading as well as monitor instruction and provide actionable next steps to teachers.

For leadership structures, we will ensure monthly data collection and reviews occur at the district level and the school level including FAST data as well as progress monitoring data. We will incorporate the data analysis and actionable next steps as part of our monthly meetings with

principals as well as regularly scheduled school-visits. As we walk through classrooms, we'll implement a districtwide literacy walkthrough tool aligned to explicit, systematic instruction, student engagement with grade-level texts and benchmark-aligned tasks, as well as differentiation and intervention look-fors. Professional learning will continue to include explicit training for principals on the science of reading, Florida's Formula for Success, and providing principals with the resources, notes, and step-outs that will empower them to lead professional learning in their own buildings. Monthly meetings will support leaders as we build toward our February District-Wide Professional Learning Day. On this day, principals and assistant principals will lead sessions focused on the SOR in their buildings.

3. Describe the process used by principals to monitor implementation of the reading plan, including the frequency of reading walkthroughs conducted by administrators.

During monthly leadership meetings, principals study scenarios, watch videos and collaborate on how to use walk-through tools as well as the how, why and when feedback would be provided 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 tools as well as task analysis and student work analysis tools. The focus will begin 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 to build capacity to provide teachers with sustained follow-up, structured feedback and opportunities to reflect on practice. Through this walkthrough process, school leaders will analyze state progress monitoring (PM) data including state PM data, district PM data and walkthrough data to determine areas of strength and potential next steps. This year, principals will pay special attention to elevating 'writing to learn' as a key priority across the district. This will be evident in ELA classrooms during whole group instruction and differentiated instruction as well as across the content areas.

The district has provided documents for administrators at all levels to use during weekly walkthroughs so they are focusing on providing feedback on key elements. The Teaching and Learning department will focus on the continued implementation of the BEST standards, use of curriculum and student outcomes. Administrators will also be provided with walkthrough tools specifically designed for intensive reading courses. This year, the district 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.

In high school, during district led monthly leadership meetings, school leaders engage in instruction around evidence based best practice lessons to help support their SIP goals related to literacy. The implementation and efficacy of each site's School Improvement Plan will be monitored through FAST cycle data, program data, and in instructional walks and more frequently through embedded PD walks which include coaches and/or the content specialist to determine areas of growth and potential next steps. School leaders will share the walk summaries with their staff to potentially adjust the SIP. In our July Leadership meeting, school teams will be familiarized with the ISM system and the essential elements for literacy growth in their school.

4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

The district Assessment, Accountability, and Research (AAR) department regularly meets with principals during monthly leadership meetings to provide principals with data protocols to support the collection and utilization of assessment data. During these meetings, ELA Specialists follow up with action planning and strategies to support the needs of students. Furthermore, the MTSS coaches meet once a month to discuss progress monitoring, a multi-tiered system of support, and instruction matched to student needs. MTSS district coaches follow up with schools to support schools as they structure and systematize their school-based meetings.

Principals use the protocols provided by the district to collect and analyze the data. Principals lead data chats with their teachers in grade level meetings and analyze data by school, by grade level, by class, by subgroup, and student-by-student. They create plans based on the data collection. They put the plans into place and monitor the implementation of the plan.

C. Literacy Coaches ([Rule 6A-6.053\(4\), F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. Is the district using the Just Read, Florida! literacy coach model as defined in [Rule 6A-6.053\(4\), F.A.C.](#)?

☒ Yes

☐ No

2. If no, please describe the evidence-based coach model the district is using.

N/A

3. How is the district's literacy coach model communicated to principals?

During the June retreat, monthly leadership meetings, and followed up on ISM (Instructional Support Model) school visits.

4. How does the district support literacy coaches throughout the school year?

Pinellas County Schools has established a plan of providing ongoing monthly professional learning to all literacy coaches. In addition, all new coaches have a coaching mentor and receive regular site visits by district leaders to support coaches as they implement a consistent plan of improving reading achievement.

In High School the system is different because we only have district coaches. We participate in PD on an as needed basis and when we are engaging in new initiatives in order to keep up with researched trends.

5. 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 learning based on need?

In Elementary School, during monthly coach meetings, staff will analyze data together and prioritize high impact activities, especially calling out writing to learn as a high impact strategy. We will continue to focus on coaching cycles (Jim Knight's work/Diane Sweeney). We will continue to study the work of Jim Knight where we were influenced to develop "Instructional Playbooks" - tools that coaches can use to match specific learning goals with the right kind of resource. Coaches will continue to utilize the playbook to engage teachers in the Impact Cycle, which does prioritize data analysis, coaching conversations,

establishing goals and action plans, and working side-by-side in classrooms to study the impact of instruction.

In Middle School, coaches meet six times throughout the year to analyze data, study high-impact instructional strategies, establish goals, and create action plans for coaching cycles and school-based professional learning. Coaches, and administrators working alongside coaches, will receive embedded support from the content specialist and instructional staff developers. Coaches and Department Chairs serve as site-based literacy leaders and demonstration teachers and attend two full-day professional development sessions to address district-wide goals and practices. This year's work will center around continued work with teacher clarity, understanding the power and potential of teacher credibility, implementing effective monitoring with actionable feedback, and writing to learn.

In High School, we meet weekly to engage in PD around best practices, problem-solve around common staff development issues to create processes which will help to solve those problems. We use our data analysis platform to analyze performance data to determine where our district's work is having an impact and to create goals and lay out action plans to affect areas where the district hopes to see improved student outcomes.

6. How does the district monitor implementation of the literacy coach model?

Through site visits, classroom ISM walkthroughs and coaching logs.

7. How does the district measure the effectiveness of literacy coaches?

By reviewing teacher level formative data and coaching notes and by discussing the impact of coaching on student outcomes in collaboration with site-based leaders, we measure the effect of each coach on the growth of the teachers and students with whom they work.

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

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

- **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.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** 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; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** 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; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

All of our high-quality curriculum materials are designed to align with Florida's Revised Formula for Success as well as the BEST Standards. Our content and professional development is in full alignment with the intent of the BEST Standards 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 for K-8 along with Study Sync, McGraw Hill for 6-12 includes the six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.

For screening, PCS engages in the state progress monitoring assessment 3 times a year. For progress monitoring, end-of-the modules, standards-aligned assessments occur every 4 weeks. For earlier grades diagnostic assessments are 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, a districtwide screener determines students with reading difficulties/characteristics of dyslexia, including further diagnostics based on screener data. The diagnostics include a fluency probe, phonics survey and a phonemic awareness test.

Materials and professional development align with Tier 2 and Tier 3 instruction and intervention. Teachers are given an intervention resource map that includes learner profiles and interventions. This supports teachers to use data and match student needs with a proven, evidence-based intervention. Tier 3 students are taught by a reading endorsed teacher. This is regularly monitored through Focus (student information system) to ensure students are appropriately matched with teachers.

At the secondary level, courses are aligned to the supports students require within these tiers.

The 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.

Our professional learning 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. For example, in Tier 1 for middle and high schools, Teaching and Learning shared the district's curriculum pacing guides/modules with the ESOL department to align instruction with MPIs and worked together to develop a plan to provide a select group of ESOL students with reading instruction in their DLA A class. Secondary ELA & Reading and ESE ISD teams worked together to design a Tier 2 and Tier 3 intervention protocol to support schools as they work through the MTSS process with students who fail to show growth in our reading classrooms.

2. Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.

Our comprehensive program plan for prekindergarten instruction is focused on the eight domains of the Florida Early Learning and Development Standards (FELDS) to ensure that each child develops early literacy skills, a strong foundation for learning in a developmentally appropriate environment. The FELDS standards and benchmarks reflect the knowledge and skills that students on a developmental progression should know and be able to do at the end of the age-related timeframe. Our district incorporates the FELDS and a state-approved curriculum into lesson planning, activities and assessments to ensure adherence to state standards through district-created modules. The modules are used to guide instruction and ensure that the FELDS are infused systematically across the school year. The FELDS and district curriculum assist teachers in planning instruction and discussing expectations and growth with families.

Ongoing formative assessments are used to gather data on student progress and to identify areas of strength and improvement. The identification of these areas allows for differentiation in the classroom and in small group work. Teaching Strategies GOLD is used across four checkpoints for all pre-k students. Our VPK program assesses each VPK student in all three progress monitoring windows on STAR Early Literacy. ESE students are also provided the opportunity to engage in the Star Early Literacy assessment during all three progress monitoring windows. VPK classroom also has a CLASS observation completed which measures teacher-student interactions. These scores together will comprise our VPK program score. For all ESE students, the district is engaged in the Child Outcome Summary (COS) process. The COS process is a systematic method for a team of individuals who are familiar with a child, including parents, to summarize multiple sources of information about their functioning in each of the three outcome areas. Information could include parent report, service provider and teacher observations, and results from formal and informal assessments. The COS form is not an assessment instrument – it is a way to summarize information and is needed because there are no assessment instruments that directly measure the three child outcomes. COS is done at entry into the PreK ESE program within 30 days of initial eligibility. COS exit is done in May prior to exiting the PreK ESE program for students with 6 months or more of service.

2a. Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.

PreK On My Way, from Scholastic, is the curriculum used in VPK classrooms. The program is supplemented with district modules to support our full-day programs and to strengthen instructional alignment to the Florida Early Learning and Development Standards and support kindergarten readiness. All VPK classrooms are also using Kickstart Literacy from Teaching Strategies. Kickstart Literacy, grounded in the science of reading, is designed to build foundational literacy skills through engaging, play-based lessons. It includes 180 lessons that spiral through phonological awareness, phonemic awareness, phonics, and writing, focusing on oral language, letter sounds, and rhyming to prepare children for reading success.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

Nemours BrightStart! is used as the early literacy intervention program to improve literacy skills during small group instruction. The supplemental curriculum emphasizes a systematic approach to teaching reading, focusing on building foundational literacy skills in a structured, sequential manner. The use of the program ensures research-based explicit instruction to support early literacy skill development. This curriculum is only used in small group for students demonstrating a substantial deficiency in early literacy.

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(b\)4., F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees 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 each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), 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 or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in [20 United States Code \(U.S.C.\) s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
- (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
- (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
- (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
		☒ Fluency ☒ Vocabulary ☒ Comprehension		
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Teaching Strategies Gold	☒ VPK ☒ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Characteristics of Dyslexia Reading Risk Report/ISIP	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☒ As Needed ☐ Other
ELFAC (Early Literacy Formative Assessment Check)	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☒ Quarterly ☐ Annually ☐ As Needed ☐ Other
Core Curriculum End of Module Assessments	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
DIBELS ORF	☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Oral Language	☒ Progress Monitoring ☒ Diagnostic	☒ As Needed

2. Students with a Substantial Deficiency in Reading ([Rule 6A-6.053\(6\), F.A.C.](#))

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#) The individualized progress monitoring plan must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
 - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

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.

For K-3, Tier 2 students will be identified if a K-2 student falls below the 25th percentile on STAR or a 3-5 student falls below the 35th percentile on FAST on any cycle assessments.

For Tier 3, students will be identified as having a substantial deficiency if:

If the student was retained in the previous school year; or

Grades K-2: STAR Early Literacy/Literacy: 1-10%ile or unable to complete the practice items on the designated grade-level assessment or Level 1 at the EOY test administration.

Grade 3: FAST 1-19%ile at the BOY or MOY or Level 1 on the statewide ELA assessment.

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.

2b. Describe the district’s process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

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.

For grades 4-5, students will be identified as Tier 2 by scoring at the 10-34% on FAST OR ISIP Level 2. Students will be identified as Tier 3 by scoring at the 1-9%ile and ISIP Level 1.

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.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

3a. Describe the district’s process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

After administering the FAST-STAR Early Literacy/Reading assessment/FAST, K-3 students who score below the 10th percentile are further screened using the ISIP Reading Risk Report. Students who score below the 10th percentile AND score HIGH on the risk report are considered Tier 3 with Characteristics of Dyslexia.

This report can be used to identify students who may be at risk for reading difficulties such as dyslexia, dysgraphia, learning disorders in reading comprehension, and other reading difficulties. The risk indicators are associated with reading difficulties, and they are provided at the subtest level to better distinguish the types of skills that may need intervention or remediation.

In 1st, 2nd and 3rd grades, ISIP Reading assesses foundational skills associated with success in reading, including letter-sound relationships, letter naming, phonological awareness, encoding or spelling, fluency, vocabulary, and comprehension. If a student is struggling in any of these areas, it may indicate that they are at risk of dyslexia, dysgraphia, disorders in reading comprehension, and other reading difficulties. Students with multiple risk factors face a higher risk of having reading difficulties.

The MTSS team meets and analyzes the data from the STAR/FAST screener as well as the ISIP Reading Risk Report. Students who score at a low level (below the 10th percentile) on the screener and a high risk on the Reading Risk Report are identified as having characteristics of dyslexia. Furthermore, MTSS teams also

analyze data to look for inconsistencies in subtest data, especially low scores in phonics and phonemic awareness to identify students with characteristics of dyslexia.

If students do experience difficulty on these measures, parents of students identified with the characteristics of dyslexia must be notified immediately in writing and consulted in the development of a Progress Monitoring Plan.

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency or the characteristics of dyslexia to address his or her specific deficiency or dyslexia.

Dyslexia-specific interventions, as defined by rule of the State Board of Education, shall be provided to students who have the characteristics of dyslexia. The reading intervention programs must do all of the following:

- a. Provide explicit, direct instruction that is systematic, sequential, and cumulative in language development, phonological awareness, phonics, fluency, vocabulary, and comprehension, as applicable.
- b. Provide daily targeted small group reading interventions based on student need in phonological awareness, phonics, including decoding and encoding, sight words, vocabulary, or comprehension.
- c. Be implemented during regular school hours.

In Pinellas, we have two unique Centers for Literacy Innovation, located at a north location (Elisa Nelson Elementary) and a south location (Midtown Elementary). The Center for Literacy Innovation is a magnet program that provides instruction to students who have documented difficulties in reading or display dyslexic like characteristics. CLI programming provides an explicit, direct, and a systematic approach to reading acquisition. The core curriculum is rooted in evidence-based practices in partnership with Lindamood-Bell instructional groups. Teachers are trained in Seeing Stars and Visualizing and Verbalizing materials. Foundational skills are assessed in the areas of phonemic awareness, work attack, work recognition, fluency, and comprehension. In order to address individual needs, the instruction groups are fluid, cross grade level and change based on student progress. The model is a co-teach; general education teacher and a special education teacher.

If a student who applied for CLI and does not meet the criteria or is wait listed we have staff developers work with the staff at the school the student is attending to create a learning plan.

3b. Students with characteristics of dyslexia require additional screening pursuant to [s. 1008.25\(9\), F.S.](#) List the screener(s) utilized.

The additional screener we use is the AmiraReading Risk Report screener assesses foundational skills associated with success in reading, including letter-sound relationships, letter naming, phonological awareness, encoding or spelling, fluency, vocabulary, and comprehension. If a student is struggling in any of these areas, it may indicate that they are at risk of dyslexia, dysgraphia, disorders in reading comprehension, and other reading difficulties. Students with multiple risk factors face a higher risk of having reading difficulties.

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

District leaders, school-based literacy coaches, administrators, and teachers continuously monitor the effectiveness of Tier 1 instruction through student work analysis, district formative assessments, FAST progress monitoring and benchmark data, classroom walkthroughs, data chats, PLC discussions, MTSS meetings, Literacy Leadership Team meetings, and collaborative planning sessions.

When data indicate that Tier 1 instruction is not producing the expected student outcomes (e.g., a significant percentage of students are not meeting grade-level benchmarks or demonstrating adequate growth), school-based teams engage in a structured problem-solving process. The team first identifies the area of concern through analysis of student achievement data, classroom observations, walkthrough evidence, and instructional fidelity measures. The team then conducts a root-cause analysis to determine whether the concern is related to instructional practices, curriculum implementation, pacing, differentiation, student engagement, assessment practices, or fidelity to evidence-based reading instruction.

Based on the identified need, the team selects and implements a targeted response. Responses may include just-in-time professional learning, literacy coaching cycles, demonstration lessons, collaborative planning support, increased differentiation within the core reading block, enhanced use of small-group instruction, instructional modeling, or additional support from school-based and district literacy specialists. Specific goals, timelines, and expected outcomes are established.

Following implementation, administrators, literacy coaches, and teacher leaders monitor the effectiveness of the response through follow-up walkthroughs, fidelity checks, PLC discussions, formative assessment data reviews conducted every three weeks, district cycle data reviews, and ongoing progress monitoring. Student performance data and classroom evidence are compared to baseline data to determine whether the instructional changes resulted in improved student outcomes and increased effectiveness of Tier 1 instruction.

If data demonstrate improvement, the instructional practices are continued and shared through PLCs, Literacy Leadership Teams, and the ELA Champion structure to build capacity across classrooms. If expected improvement is not observed, the team revisits the problem-solving cycle, refines the instructional response, provides additional coaching and support, and continues monitoring until student performance and implementation data indicate that Tier 1 instruction is effectively meeting the needs of the majority of students.

5. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

District leaders, school-based administrators, literacy coaches, interventionists, and teachers monitor the effectiveness of Tier 2 interventions through student progress monitoring data, district formative assessments, FAST assessments, intervention fidelity checks, classroom walkthroughs, and ongoing MTSS and data review meetings. Principals lead regular data chats in which student performance is analyzed by school, grade level, classroom, subgroup, and individual student to determine whether students receiving Tier 2 support are making adequate progress toward grade-level expectations.

When data indicate that Tier 2 interventions are not producing the expected results, the school-based MTSS team engages in a structured problem-solving process. The team first identifies the concern by reviewing progress-monitoring data, intervention attendance, fidelity of implementation data, student work samples, and assessment results. The team then conducts a root-cause analysis to determine whether the concern is related to intervention group size, instructional delivery, intervention dosage, scheduling, attendance, student engagement, alignment between identified skill deficits and intervention content, or fidelity of implementation.

Based on the identified need, the MTSS team selects a targeted response designed to improve intervention effectiveness. Responses may include adjusting the frequency, duration, or intensity of the intervention; reducing group size; changing instructional strategies; regrouping students based on skill needs; providing additional professional learning for interventionists; increasing coaching support; or implementing more frequent fidelity monitoring. The team establishes measurable goals, identifies progress-monitoring tools, and sets a timeline for reviewing outcomes.

After the intervention adjustments are implemented, student progress is monitored regularly using progress-monitoring assessments, intervention data, and student work evidence. Administrators, literacy coaches, and intervention staff conduct follow-up observations and fidelity checks to ensure the intervention is being delivered as intended. Progress is reviewed during MTSS meetings and data chats to determine whether students are responding to the revised intervention plan.

The effectiveness of Tier 2 interventions is evaluated by examining whether at least 70% of students receiving Tier 2 support demonstrate adequate growth and move toward or achieve grade-level proficiency. If data indicate improvement, the intervention practices are maintained and shared as effective practices. If expected growth is not observed, the team revisits the problem-solving cycle, refines the intervention plan, increases intervention intensity as appropriate, and continues monitoring until student outcomes demonstrate that the intervention is effectively addressing identified skill deficits.

6. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

We monitor the effectiveness of Tier 3 in the same ways we monitor the effectiveness of Tier 2 (Weekly administrative walkthroughs; more frequent Progress Monitoring Data Review; MTSS Teams, Literacy Leadership Teams, ISM walkthroughs). An additional look-for and focus on our Tier 3 interventions are targeted toward corrective feedback, ensuring that students are engaged in repeated practice and that the repetition of practice is correct. 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.

What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

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 does the district 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.

Grades K-5 Decision Tree

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.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: K-2: 50th percentile and above on FAST-STAR Early Literacy/FAST-STAR Literacy OR ISIP Level 4/5 3-5: State FAST PM 1: 50-99%ile OR Istation Quintile 4-5 OR (Highest score is used to determine status.)	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students. At least 80% of students are performing at or above the 40th percentile.	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
The Elementary Modules ELA Curriculum, PCG Custom Curriculum, K-2	21-22
The Elementary Modules ELA Curriculum, PCG Custom Curriculum, 3-5	22-23
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: K-2: 10th percentile to 39th percentile and/or a Level 2 on the previous year's PM3 3-5: 20th percentile to 50th percentile and/or a Level 2 on the previous year's PM3	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: K-2: 10th percentile to 39th percentile and/or a Level 2 on the previous year's PM3 3-5: 20th percentile to 50th percentile and/or a Level 2 on the previous year's PM3	
Number of times per week interventions are provided: 3-5 Number of minutes per intervention session: 20-30	

Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Amira	moderate	
In Tandem		In Tandem Reading Writing Phonics Kits do not meet strong, moderate, or promising levels of evidence. However, the following What Works Clearing House Practice Guide recommendations support the program: Teaching Elementary Students to be Effective Writers; Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade; Using Student Achievement Data to Support Instructional Decision-Making; and Improving Reading Comprehension in Kindergarten through 3rd Grade. The following recommendations are built into the program: Using reading comprehension strategies (SE = Strong Evidence); Reading connected text to support reading accuracy, fluency and comprehension (ME = Moderate Evidence); Using the writing process for a variety of purposes including writing about reading (SE); Teaching students to become fluent with handwriting, spelling and sentence construction (ME); 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); and Explicit word analysis and vocabulary instruction (SE). These recommendations were built into the program by design with five daily components: 1. Learning Letters and Fostering Phonemic Awareness; 2. Developing Phonics Skills; 3. Reading Books; 4. Building Writing Skills; 5. Connecting Reading and Writing. Steps 1 and 2 are supported by strong evidence, recommendations 2 and 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 3, Reading Books is supported strong and moderate evidence 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 4, Building Writing Skills is supported by strong evidence/Tier 1 strong in according to the practice guide, Teaching Elementary Students to be Effective Writers, Using the writing process for a variety of purposes including writing about reading (SE), as well as Recommendations 2 and 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 and the use of school leader guide-sheets including in-classroom and ongoing coaching support for professional learning. The district will offer professional learning on the In Tandem Kits by partnering with Pioneer Valley trainers who will provide us with 3 full days of professional learning on using the kits. District reading leadership and Instructional Staff Developers will attend the professional learning and use the kits throughout the summer to lead further professional learning. Dedicated K-2 literacy coaches also offer on-going site-based, side-by-side professional learning.
Flamingo Routine (K-2)		The Flamingo Routine does not meet strong, moderate, or promising levels of evidence. However, the following What Works Clearing House Practice Guide recommendations support the program: Teaching Elementary Students to be Effective Writers; Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade; Using Student Achievement Data to Support Instructional Decision-Making; and Improving Reading Comprehension in Kindergarten through 3rd Grade. The following recommendations are built into the program: Using reading comprehension strategies (SE = Strong Evidence); Reading connected text to support reading accuracy, fluency and comprehension (ME = Moderate Evidence); Using the writing process for a variety of purposes including writing about reading (SE);

		Teaching students to become fluent with handwriting, spelling and sentence construction (ME); 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); and Explicit word analysis and vocabulary instruction (SE). These recommendations were built into the program by design 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 and 5, Explicit Word Instruction and 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 and 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. The district will support and monitor implementation of this program by ISM walkthroughs and the use of school leader guide-sheets including in-classroom and ongoing coaching support for professional learning. The district offers professional learning on the Flamingo Routine by partnering with the University of Florida Lastinger Center. We offer 3 levels of professional learning: Flamingo 1, Flamingo 2, and Flamingo 3. Through our partnership with UFLC, Pinellas has “master teacher trainers” who now provide the professional learning. These sessions are offered throughout the summer, as part of our District-Wide Training days, as well as evening opportunities. Dedicated K-2 literacy coaches also
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		offer on-going site-based, side-by-side professional learning.
Sound Partners	strong	
Accelerated Learning Plan with Advanced Decoding (3-5)		The Accelerated Learning Plan with Advanced Decoding Routine does not meet strong, moderate, or promising levels of evidence. However, the following What Works Clearing House Practice Guide recommendations support the program: Teaching Elementary Students to be Effective Writers; Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade; Using Student Achievement Data to Support Instructional Decision-Making; and Improving Reading Comprehension in Kindergarten through 3rd Grade. The following recommendations are built into the program: Using reading comprehension strategies (SE = Strong Evidence); Reading connected text to support reading accuracy, fluency and comprehension (ME = Moderate Evidence); Using the writing process for a variety of purposes including writing about reading (SE); Teaching students to become fluent with handwriting, spelling and sentence construction (ME); 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); and Explicit word analysis and vocabulary instruction (SE). This routine is designed with five daily components: Reading for Fluency, Advanced Decoding, Explicit Vocabulary, Text Reading with Comprehension, Writing about Reading. 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 and 5, Explicit Word Instruction and 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 and 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. The district will support and monitor implementation of this program by ISM walkthroughs and the use of school leader guide-sheets including in-classroom and ongoing coaching support for professional learning. Professional learning support includes evening training offered throughout the school year and sessions at District-Wide Training. Furthermore, we provide teachers with lesson plans, videos, and other resources aligned to the Core Instruction materials on the teacher grade-level Canvas pages.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Seeing Stars		The Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling program does not meet strong, moderate, or promising levels of evidence: however, the following What Works Clearing House Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. The following recommendations are built into the program: Teaching students to become fluent with handwriting, spelling and sentence construction (ME); 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); and Explicit word analysis and vocabulary instruction (SE). These recommendations were built into the program by step 1: The Climate (teach students the what and why; Step 2: Imaging letters – develop the ability to image, say, and write single letters by name and sound; Step 3: Imaging Syllable Cards – develop the ability to image, write and decode simple and complex nonsense words including irregular spelling patterns; Step 4: imaging and sequencing syllables – develops symbol imagery for sequencing sounds and words & beginning exposure to irregularities; Step 5: imaging and sequencing syllables – air write with a chain 0- develops symbol imagery for sounds within words from the simple through the complex and teaches visual memory for regularly irregular spelling patterns; Step 6 – air writing without a chain; Step 7 – imaging sight words; Step 8 – imaging spelling; Step 9 – imaging reading and spelling two syllables; Step 10 – imaging and spelling 3 syllables. Seeing Stars helps struggling readers develop the sensory-cognitive function of symbol imagery. Unlike most reading programs, Seeing Stars instruction directly applies symbol imagery to sight word development, contextual fluency, spelling, and increasing the speed and stability of phonemic awareness. Students in the Seeing Stars program move through a series of steps - from single consonants/vowels to multisyllabic and contextual reading - to develop the imagery-language connection for competency in written language. It is common for children and adults to gain years in reading, reading fluency,
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		and spelling in just weeks of intensive instruction. Developing symbol imagery is necessary to becoming an independent reader, which is necessary to becoming a proficient learner in any subject. And, the process-based instruction provided by the Seeing Stars program has proven successful for individuals exhibiting symptoms of dyslexia, ADHD, ASD, CAPD, and other learning difficulties. The district will support and monitor implementation of this program by analyzing data and closely monitoring students receiving this intervention. These include students at the Centers for Literacy Innovation as well as students in 9 schools piloting this program. Professional learning includes 28 hours of training provided by LindaMood Bell coaches in the summer. This professional learning continues through the school year in an embedded coaching support model.
Visualizing and Verbalizing		Visualizing and Verbalizing does not meet strong, moderate, or promising levels of evidence; however, the following What Works Clearing House Practice Guide Recommendation(s) support the program Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades. The five recommendations in the referenced Practice Guide cover how to screen students for reading problems, provide time for differentiated reading instruction, design a multi-tier intervention program, adjust instruction to help struggling readers, and monitor student progress Recommendation(s) screen all students for potential reading problems at the beginning of the

		year (Tier 3), provide time for differentiated reading instruction (Tier 4, has rationale), Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening (Tier 3, promising), Monitor progress at least once a month (Tier 4), Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (tier 3). These recommendations were built into the program helping struggling readers develop the sensory-cognitive function of concept imagery. Unlike most reading and comprehension programs, V/V instruction directly applies concept imagery to the comprehension and expression of both oral and written language, as well as the development of critical thinking skills, Students in the V/V program move through a series of steps to learn the process for creating an imaged gestalt, then integrating that imagery with language to strengthen their comprehension and critical thinking. These recommendations were built into the program by design with five daily components: 1. Learning Letters and Fostering Phonemic Awareness; 2. Developing Phonics Skills; 3. Reading Books; 4. Building Writing Skills; 5. Connecting Reading and Writing. It is common for children and adults to gain years in reading and language comprehension in just weeks of intensive instruction. Developing concept imagery is necessary to becoming an independent reader, which is necessary to becoming a proficient learner in any subject. And, the process-based instruction provided by the V/V program has proven successful for individuals exhibiting symptoms of hyperlexia, ADHD, ASD, CAPD, and other learning difficulties. The district will support and monitor implementation of this program by partnering with Lindamood-Bell to support program implementation via the following services: (a) Introductory program workshops in the Seeing Stars and Visualizing and Verbalizing programs; (b) Self-paced, asynchronous, online courses to refine skills in task implementation and lesson planning;
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		(c) Ongoing, job-embedded professional development to support instructional fidelity, lesson planning, differentiation, and teacher independence; (d) Collaboration with instructional leaders to support instructional oversight and planning within a Response to Intervention / Multi-Tiered Systems of Support framework; (e) Support in implementing, scoring, and analyzing the results of diagnostic assessments, including aggregate data analysis for measuring instructional efficacy and school/district growth; (f) Facilitation of ongoing collaborative meetings for instructional staff; (g) Tools and professional support for progress monitoring; (h) Teacher and student recognition tools; and (i) Outreach events for parents. Each component of Lindamood-Bell School Partnerships was developed in alignment with researched best practices for professional development. Together, they comprise a comprehensive system for supporting all essential stakeholders in the implementation of successful literacy initiatives, including school and district leaders, teachers, parents, and students.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. All of the interventions described above coordinate the simultaneous use of multisensory pathways (i.e., visual, auditory, kinesthetic and tactile) in the design of the lesson including attending to sounds by pushing chips into Elkonin boxes, tracing letters when forming letters and attending to sounds and distinguishing among phonemes based on mouth movements.		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: FAST Level 1 and/or below the 10th PR for Grades K-2 FAST Level 1 and/or below the 20th PR for Grades 3-5 And/or was retained in a previous grade		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: FAST Level 1 and/or below the 10 th PR for Grades K-2 FAST Level 1 and/or below the 20 th PR for Grades 3-5 And/or Was retained in a previous grade		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 10-45		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Sound Partners	Strong	
Amira	moderate	
SPROUT (Supporting Phonics, Reading, Oral-language, and Understanding Text)		SPROUT is a highly effective short-term intervention of daily one-to-one (OTO) lessons as well as small-group lessons grounded in the science of reading that supplement good classroom teaching for the lowest-achieving kindergarten, first, and second-grade students. While the goal is to dramatically reduce the number of students with extreme difficulty learning to read and write and reduce, there are other benefits such as reducing the need for retention and the over-identification of students for ESE services. The emphasis is on prevention. Each SPROUT teacher serves 4-5 students in OTO lessons in the morning and 4-5 small group lessons in the afternoon. While SPROUT does not meet strong, moderate, or promising levels of evidence, the following What Works Clearing House Practice Guide recommendations support the program: Teaching Elementary Students to be Effective Writers; Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade; Using Student Achievement Data to Support Instructional Decision-Making; and Improving Reading Comprehension in Kindergarten through 3rd Grade. The following recommendations are built into the program: Using reading comprehension strategies (SE = Strong Evidence);

		Reading connected text to support reading accuracy, fluency and comprehension (ME = Moderate Evidence); Using the writing process for a variety of purposes including writing about reading (SE); Teaching students to become fluent with handwriting, spelling and sentence construction (ME); 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); and Explicit word analysis and vocabulary instruction (SE). These recommendations were built into the program by design 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 and 5, Explicit Word Instruction and 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 and 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. The district will support and monitor implementation of this program by ISM walkthroughs and the use of school leader guide-sheets including in-classroom and ongoing coaching support for professional learning. The district offers professional learning on the SPROUT routine by combining the best parts of the Reading Recovery professional learning with the Science of Reading professional learning through our partnership with the University of Florida Lastinger Center. The SPROUT teachers will attend professional learning sessions
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		embedded across the year in a behind-the-glass setting. Professional learning will be a hallmark of this critical early literacy work. This will include site-based teacher leaders who train teachers and school-based teachers who deliver the intervention at their school sites. All training involves an initial year of professional learning while working with students. First year teachers will put their practices in front of one another for the purpose of observing students' literacy behaviors as well as teachers' teaching decisions and the impact on student growth. Year 1 training includes how to connect teaching practice to theory and the evidence that underlies each step of the instructional model. This training occurs weekly and includes behind-the-glass sessions. Year 2+ teachers will continue to engage in professional learning, with less frequency than the first-year teacher, with training occurring monthly, including behind-the-glass professional learning. All Year 1 SPROUT teachers will complete the micro-credentialing process. Furthermore, lead teachers will conduct site-visits supporting SPROUT teachers in an embedded coaching model.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lindamood Phoneme Sequencing (LiPS)	Strong	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. All of the interventions described above coordinate the simultaneous use of multisensory pathways (i.e., visual, auditory, kinesthetic and tactile) in the design of the lesson including attending to sounds by pushing chips into Elkonin boxes, tracing letters when forming letters and attending to sounds and distinguishing among phonemes based on mouth movements.		

7. Summer Reading Camps ([Rule 6A-6.053\(8\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
 - o *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Summer Reading Camps for Retained Grade 3 Students
Schedule: June 1-30 8:00-12:00
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Whole-class lessons are provided for each teacher where students are taught academic language skills, including the use of inferential and narrative language and 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 and 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 and 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. The district also provides teachers with daily phonics curriculum. Phonics Launch, Moving On is a literacy curriculum that provides carefully sequenced, impactful phonics instruction. A systematic progression of explicit phonological awareness and phonics activities follows a carefully developed scope and sequence to ensure students have a strong foundation of basic and complex sound-letter links. Students are given daily opportunities to transfer foundational skills to reading and writing, which reinforces the learning. Students are provided with high-quality decodable storybooks to facilitate the practice of phonics skills. The routine 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 Practice Guide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade) 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, the district verifies those teachers are reading endorsed/certified as well as highly effective.

Alternative Assessment Used: ISIP (IStation's Indicator's of Progress)
Additional Information (optional): Students can also continue portfolio assessing to earn 70% on all 13 tested benchmarks. Students can also retake the FAST Grade 3 Summer option.

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☒ Yes ☐ No
If yes, please describe the grade level(s) that will be invited to participate. PreK-4

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Phonics Screener	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☐ Vocabulary ☐ Comprehension	☒ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
iReady Inform	☒ Grade 6	☐ Oral Language	☒ Screening	☐ Weekly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ 2 x Month ☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Supplemental Curriculum Module Assessments	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☒ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

9. Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.

District and school-based leadership teams review multiple data points to determine students in need of Tier 2/Tier 3 interventions.

- FAST Achievement Levels 1 or 2
- and/or iReady Diagnostic Performance
- Grade 6: Scale Score of 541 or below
- Grade 7: Scale Score of 565 or below
- Grade 8: Scale Score of 582 or below
- Students score in the Grades K-2 range on any of the components of reading based on iReady Diagnostic will receive Tier 3 interventions.
- Students score in the Grades 3-5 range on any of the components of reading based on iReady Diagnostic will receive Tier 2 interventions.

10. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?

District leaders, school-based literacy coaches, and teachers are monitoring student achievement through student work analysis, district-wide formative assessments, and growth on FAST cycle assessments. District leaders and school-based leaders conduct regular walk throughs. Monthly PLCs, weekly collaborative planning, monthly district leadership meetings with site-based administrators, classroom walks and data chats will help identify the problems. Just-in-time Professional Development, coaching cycles and fidelity checks will help to improve the effectiveness of core instruction and strategic intervention. Supportive documents are provided to identify and monitor evidence of specific look-fors in literacy classrooms.

District and school teams use FAST PM and End of Module Assessments to determine the effectiveness of Tier 1 instruction. The data is used to inform instructional decisions—whole group teaching, small group instruction (i.e., Pop-Up Small Groups), and individual conferences.

11. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

For students in grades 6–8, Pinellas County Schools uses a systematic process to identify students who require Tier 2 intervention and to continuously improve the effectiveness of supplemental instruction. Students are identified through multiple data sources, including FAST assessment results, diagnostic data, classroom performance, formative assessments, and teacher recommendations.

Tier 2 interventions are delivered through Project SAIL (Strategic Approach to Intermediate Literacy), which provides targeted, evidence-based instruction designed to accelerate literacy growth while complementing Tier 1 core instruction. Students receive explicit instruction focused on identified skill gaps, including decoding, fluency, vocabulary, language comprehension, and comprehension strategies, using district-developed resources and instructional routines grounded in the Science of Reading.

Student progress is monitored regularly using formative assessments and progress-monitoring data to determine responsiveness to intervention. Collaborative data meetings and school-based problem-solving teams review student outcomes to evaluate the effectiveness of interventions, make instructional adjustments, and determine whether students should continue receiving Tier 2 supports, return to Tier 1, or require more intensive intervention. Progress monitoring occurs daily, but more formally, checks occur 1-3x each week in Reading classes.

The district strengthens Tier 2 implementation through ongoing professional learning, instructional coaching, fidelity monitoring, and common instructional resources provided through Project SAIL. These processes ensure that interventions are delivered consistently, instructional decisions are data-driven, and supports are continuously refined to improve student achievement.

12. For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

For students in grades 6–8, Pinellas County Schools has established a systematic process to identify students in need of Tier 3 intervention, monitor their progress, and continuously improve the effectiveness of supports through Project SAIL (Strategic Approach to Intermediate Literacy).

Project SAIL provides a districtwide framework for delivering intensive, evidence-based literacy interventions aligned to the Science of Reading and the needs of adolescent learners. Students are identified for Tier 3 intervention through multiple data sources, including FAST assessment results, progress-monitoring data, diagnostic assessments, phonics survey, classroom performance, and teacher input. School-based problem-solving teams review student data to determine intervention needs and develop individualized plans.

To improve the effectiveness of Tier 3 interventions, schools implement consistent progress-monitoring procedures, analyze student growth during data meetings, and adjust instruction based on student response. Interventionists and teachers use district-developed lesson plans, targeted instructional routines, and ongoing formative assessments to ensure instruction addresses specific skill deficits while building language comprehension, vocabulary, fluency, and knowledge.

The district supports continuous improvement through professional learning, instructional coaching, and fidelity checks to ensure interventions are implemented as designed. Project SAIL also provides a structured year-at-a-glance, supplemental instructional resources, and collaborative planning opportunities that help schools refine instructional practices based on student outcomes. Data from progress monitoring and implementation reviews inform adjustments to intervention groups, instructional strategies, and resource

allocation, creating a continuous cycle of identifying needs, implementing targeted supports, evaluating effectiveness, and refining practices to improve outcomes for students receiving Tier 3 literacy intervention.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: Students show proficiency (Level 3+) in reading as evidenced on FAST assessment (Prior Year PM 3) Students show proficiency (Level 3+) in reading as evidenced on FAST assessment (Current Year PM 1) Students show proficiency on End of Module district assessments (occur every 4 weeks).	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. <i>80% of students will achieve on or above grade level as evidenced on FAST assessment.</i>	
Core Instruction	
Indicate the core instructional materials utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
McGraw Hill, StudySync	2020
Pinellas County Middle School ELA Supplemental Modules do not meet strong, moderate, or promising levels of evidence; however, the following <i>WWC Practice Guide</i> Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. PCS modules are supplementary, knowledge-building curricular resources aligned to the recommended strategies, supported by strong evidence. Recommendations to 1. Provide explicit vocabulary instruction (Strong), 2. Provide direct and explicit comprehension strategy instruction (Strong), 3. Provide opportunities for extended discussion of text meaning and interpretation (Strong), 4. Increase student motivation and engagement in literacy learning (Strong), and 5. Make available intensive and individualized student interventions for struggling readers (Strong). These recommendations were built into the PCS modules by design. The district will support and monitor implementation of this program by facilitating monthly module rollouts led by the content specialist and instructional staff developers, ELA classroom walkthroughs with administrators, and student work protocols with department chairs and grade-level leaders. Formative tasks are embedded into the modules.	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Students that score below the 40 th percentile (Achievement Levels 1 or 2) on FAST Progress Monitoring Students that earn below 66% on district created Performance Tasks that require students to read grade-level texts and respond to benchmark-aligned questions (6x year) Ready Diagnostic Performance (3x year) Grade 6: Scale Score of 541 or below which indicates below 6 th grade grade-level achievement Grade 7: Scale Score of 565 or below which indicates below 7 th grade-level achievement Grade 8: Scale Score of 582 or below which indicates below 8 th grade-level achievement	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: - Students that score below grade level (Levels 1 or 2) as evidenced on FAST Progress Monitoring. - iReady Diagnostic Performance (3x year) - Grade 6: Scale Score of 541 or below which indicates below 6th grade level achievement - Grade 7: Scale Score of 565 or below which indicates below 7th grade level achievement - Grade 8: Scale Score of 582 or below which indicates below 8th grade level achievement		
Number of times per week interventions are provided: 5		
Number of minutes per intervention session: 20-45 min		
Course(s) where interventions take place: Intensive Reading Grade 6 English Language Arts Grade 7 English Language Arts ELA 8 English Language Arts		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Curriculum Associates i-Ready		iReady does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: <i>Providing Reading Interventions for Students in Grades 4-9</i> , Recommendation(s) 1. Build Student Decoding Skills (Strong) 2. Provide Purposeful Fluency Activities (Strong) 3. Routinely use a set of Comprehension Practices (Strong) 4. Provide Students with Opportunities to Make Sense of Stretch Texts.(Moderate). These recommendations were built into the program by design. Students first complete the i-Ready Diagnostic, which places students into their zone of proximal development. Based on the assessment, teachers can access reports to view Can Dos and Next Steps for their students, see groups of students with similar needs (phonics, phonemic awareness, vocabulary, and comprehension), and access teacher-led Tools for Instruction. Standards

		Mastery tasks ensure students have opportunities to practice making sense of stretch texts. These reports and resources support teachers in providing targeted small group instruction. The district will support and monitor implementation of this program by reviewing diagnostic reports and classroom walkthroughs and providing ongoing professional learning, including monthly rollouts, PLCs, and leadership training.
Project S.A.I.L. Strategic Approach to Intermediate Literacy		Project S.A.I.L. (Strategic Approach to Intermediate Literacy) does not meet strong, moderate, or promising levels of evidence. The program is a district-developed intervention framework grounded in the Science of Reading and aligned to the following WWC Practice Guide recommendations from <i>Providing Reading Interventions for Students in Grades 4–9</i>: 1. Build Student Decoding Skills (Strong), 2. Provide Purposeful Fluency Activities (Strong), 3. Routinely Use a Set of Comprehension Practices (Strong), and 4. Provide Students with Opportunities to Make Sense of Stretch Texts (Moderate). These evidence-based recommendations are embedded throughout the instructional framework and tiered intervention lessons. Students are identified for intervention using multiple data sources, including FAST assessment results, diagnostic assessments, classroom performance, and ongoing progress-monitoring data. Based on identified instructional needs, teachers implement district-developed tiered small group lessons that target specific literacy skills, including decoding, fluency, vocabulary, language comprehension, and comprehension of complex text. The Project S.A.I.L. framework includes explicit instructional routines, scaffolded practice, and opportunities for students to engage with grade-level and stretch texts while receiving differentiated support. Teachers use formative assessments and progress-monitoring data to adjust instruction, regroup students, and intensify supports as needed. The district supports and monitors implementation through regular reviews of

		student progress-monitoring data, classroom walkthroughs, and collaborative data meetings. Ongoing professional learning, monthly rollouts, instructional coaching, professional learning communities, and leadership training, ensures consistent implementation of Project S.A.I.L., strengthens instructional practices, and supports continuous improvement of Tier 2 literacy interventions.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
District-developed English Learner Instructional Framework (DLA-B Lessons)		The district-developed English Learner instructional framework for Developmental Language Arts B (DLA-B) does not meet strong, moderate, or promising levels of evidence; it is designed to support multilingual learners in developing academic language and literacy through grade-level, text-based instruction. The lessons are aligned to Florida's B.E.S.T. Standards and incorporate evidence-based practices reflected in the WWC Practice Guide <i>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</i> , including explicit vocabulary instruction, structured opportunities for academic discussion, and scaffolded supports that promote comprehension of complex texts. These evidence-based practices are embedded throughout the instructional design. Students are identified for DLA-B services through state language proficiency assessments and ongoing progress-monitoring data. District-developed text-based lessons provide explicit instruction in academic vocabulary, language structures, reading comprehension, and written response while incorporating purposeful speaking and listening opportunities. Lessons include scaffolds such as sentence frames, language supports, visual representations, collaborative routines, and differentiated text-dependent tasks to ensure students can meaningfully engage with grade-level content while continuing to develop

		English proficiency. Teachers use formative assessment data and language proficiency information to adjust instruction and provide targeted support based on students' linguistic needs. The district supports and monitors implementation through classroom walkthroughs, reviews of student performance data, and collaboration with school-based English Learner specialists. Ongoing professional learning, instructional coaching, professional learning communities, and leadership training ensure consistent implementation of the district-developed DLA-B lessons and strengthen teachers' capacity to provide rigorous, language-rich instruction that accelerates both English language development and literacy achievement.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: • Students earning an Achievement Level 1 on Prior Year FAST PM 3 • Students earn an Achievement Level 1 on Current Year FAST PM 1 • Students score below 20th percentile on FAST Progress Monitoring • Students perform at Grades K-2 reading level band on iReady Inform • Students demonstrate gaps in foundational phonics skills as identified by a phonics screener		
Number of times per week interventions are provided: 5		
Number of minutes per intervention session: 20-45 minutes		
Course(s) where interventions take place: Intensive Reading		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Project S.A.I.L. Strategic Approach to Intermediate Literacy		Project S.A.I.L. (Strategic Approach to Intermediate Literacy) does not meet strong, moderate, or promising levels of evidence. The program is a district-developed intervention framework grounded in the Science of Reading and aligned to the following WWC Practice Guide recommendations from <i>Providing Reading Interventions for Students in Grades 4–9</i> : 1. Build

		Student Decoding Skills (Strong), 2. Provide Purposeful Fluency Activities (Strong), 3. Routinely Use a Set of Comprehension Practices (Strong), and 4. Provide Students with Opportunities to Make Sense of Stretch Texts (Moderate). These evidence-based recommendations are embedded throughout the instructional framework and tiered intervention lessons. Students are identified for intervention using multiple data sources, including FAST assessment results, diagnostic assessments, classroom performance, and ongoing progress-monitoring data. Based on identified instructional needs, teachers implement district-developed tiered small group lessons that target specific literacy skills, including decoding, fluency, vocabulary, language comprehension, and comprehension of complex text. The Project S.A.I.L. framework includes explicit instructional routines, scaffolded practice, and opportunities for students to engage with grade-level and stretch texts while receiving differentiated support. Teachers use formative assessments and progress-monitoring data to adjust instruction, regroup students, and intensify supports as needed. The district supports and monitors implementation through regular reviews of student progress-monitoring data, classroom walkthroughs, and collaborative data meetings. Ongoing professional learning, monthly rollouts, instructional coaching, professional learning communities, and leadership training, ensures consistent implementation of Project S.A.I.L., strengthens instructional practices, and supports continuous improvement of Tier 3 literacy interventions.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Lexia Power UP	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

14. Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

Students entering high school will be recommended for Tier 2 intervention if they score a level 1 on the prior year PM3. Once students have been recommended for reading intervention, students will take the diagnostic assessment in Lexia Power Up to determine their performance level in the foundational literacy skills like phonological awareness and decoding as an example. Additionally, students are given an ORF assessment as a screener to determine if students need additional Tier 3 interventions. Teaching & Learning and the Technology department have worked together to create a sorter that makes reading class recommendations based on FAST PM scores, reading intervention program diagnostic assessments and district selected screeners or other diagnostic assessments like ORF scores

15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

We participate in regular instructional walkthroughs, monitor FAST PM data, and use district-created tools that measure progress toward proficiency with skills aligned to the B.E.S.T. Benchmarks. To measure the effectiveness of our Tier 1 instruction, district and site-based leaders will engage in instructional walks where we keep track of student engagement with benchmark aligned tasks and when we see areas for improvement, we determine appropriate action steps and monitor for compliance and for the effect on teaching and learning in the classroom during our next walk. For example, if we were to see students engaged in a task that is below the rigor of the benchmark as described in the daily learning goal and according to our curriculum pacing guide, we may suggest that the teacher co-plan with a coach in order to create more rigorous tasks that strictly adhere to the learning goal. The site-based leader would arrange the planning meeting with the coach and ensure it occurred and on our next walk-through we would look for improvement in the identified area with the identified classroom. We also monitor student progress through the state assessment system (PM1, PM2, and PM3) by looking at learning gains between each administration. We will know Tier 1 instruction is effective when at least 80% of the students are meeting grade level expectations. In addition to the state assessment system, as a district we have created FAST style common assessments so that we can continuously measure student progress with the benchmarks and engage in reteaching and additional practice when the need arises in order to support students who are not yet meeting grade level expectations. In effect, when we see a school and teacher whose data does not show expected growth, we compile the ISM walkthrough data and compare it to PM2 student outcomes to determine what is the most needed intervention. Then we push in with additional support from district based ISDs in order to accelerate proficiency and learning gains outcomes for students before PM3.

16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

When T2 instruction is not effective, we identify the problem through multiple data points like regular instructional walkthroughs, monitoring reading program data aligned with the science of reading, and using district created tools that measure fluency and vocabulary growth with grade level B.E.S.T. texts. This data is reviewed by the site-based child study team and if deemed necessary, the student moves to T3 intervention is monitored with fidelity by the teacher and the site-based team. At the end of the monitoring period, we review the data to determine if the change worked. We look for accelerated growth in targeted areas (fluency rate improvement, vocabulary acquisition, and comprehension). If growth is adequate, we continue the intervention. If growth remains insufficient, we return to step 1 and consider intensifying support or exploring additional factors impacting student progress.

17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

We participate in regular instructional walkthroughs, monitor reading program data aligned with the emergent literacy skills like phonological awareness and decoding, and use district created tools that measure oral reading fluency and affix acquisition with grade level B.E.S.T. texts. When T3 instruction does not produce results when implemented with fidelity, the child study team meets consistently to modify the intervention plan and to implement the changes while continuing with progress monitoring.

Grades 9-12 Decision Tree
Tier 1 (Core) Only
Beginning of Year Data

Students must meet the following criteria at the beginning of the school year: Students have earned either a 2, 3, 4 or 5 on their Prior Year PM 3 FAST assessment, and we will look common assessment data (district created) from the student's prior year, as well.		
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. We will look at proficiency and learning gains data between PM1 and PM2 to measure the effectiveness of Tier 1 instruction. A 5+ percent proficiency growth and an 8+ percent learning gains growth indicated Tier 1 instruction is working.		
Core Instruction Indicate the core instructional materials utilized. Add additional rows as needed.		
Name of Program	Year of Program Adoption	
McGraw Hill's Florida <i>Study Sync</i>	2026 as a one-year extension	
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Scoring less than 2 on PY PM3 and on their most current PM 3 assessment, additionally we will consider historical PM assessment data below the 1 bucket to determine if a student is consistently scoring below expectations on 3 or more prior PM cycle assessments. Finally, we look to see if a student has ever scored a 3 on any PM cycle assessment in the last two years to see if Tier 2 instruction may not be necessary due to the student showing the ability to score on grade level with the benchmarks. If we find a student has a proficient PM score, we will ask a site based professional to administer an additional screener (DIBELS) to determine if the student scores above the 25 th percentile showing that they do not need Tier 2 intervention.		
Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: FAST PM score below level 2 on their most current PM 3 assessment, additionally we will consider historical PM assessment data to determine if a student is consistently scoring below expectations on 3 or more prior PM cycle assessments. Finally, students scoring level 1 are given an ORF assessment as a screener to determine if they are displaying fluency problems that require Tier 2 intervention (scoring below 120 words per minute and having difficulty with encoding).		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 45 Course(s) where interventions take place: Intensive Reading 1 (1000412), 2 (1000414), 3 (1000416), and 4 (1000418).		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia Power Up	Promising	
Provide explicit vocabulary instruction	Strong	Teacher led explicit vocabulary instruction does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices <u>Provide explicit vocabulary instruction provides strong evidence</u> These recommendations were

		built into the program by teachers directly teaching Latin and Greek morphemes and through making connections among words that use the various morphemes in order to teach students how to determine the meaning of unknown words in grade level texts. The district will support and monitor implementation of this program by providing PD to all reading teachers grounded in the science of reading especially as it relates to learning the meaning of word parts. Site based leaders will engage in classroom walks to verify the fidelity of vocabulary instruction, and the district will provide an instructional coach to help support teachers as they provide vocabulary instruction. In order to monitor growth, the district has created FAST style questions specifically focused on morphology and will track student progress quarterly.
Teacher led fluency groups	Strong	Teacher led fluency groups does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the use of fluency groups: Providing Reading Interventions for Students in Grades 4–9 , Build students' decoding skills so they can read complex multisyllabic words <u>provides strong evidence</u>. Provide purposeful fluency-building activities to help students read effortlessly and also <u>provides strong evidence</u> These recommendations were built into the program by designing fluency groups that specifically focus on developing students' decoding skills, enabling them to read complex multisyllabic words accurately. The program also includes purposeful fluency-building activities aimed at helping students read smoothly and effortlessly, supporting their overall reading proficiency and confidence. For example, activities such as Reader's Theater engage students in repeated reading and expression, while decoding practice with word sorts and syllable segmentation helps strengthen their ability to break down and read multisyllabic words. The district will support and monitor the implementation of teacher led fluency groups by providing PD to all reading teachers grounded in the science of reading especially as it relates

		to decoding and encoding, by providing a dedicated instructional coach to support teachers as they engage in fluency instruction in their fluency groups, and site based leaders will participate in instructional walks to monitor the effectiveness of the fluency groups. Additionally, teachers will routinely (at least once in a grading period) preform an ORF assessment on each student as a progress monitoring tool for fluency.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia Power UP	Promising	
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia Power UP	Promising	
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: If a student scores level 1 on a PM assessment/screener and is scoring below the advanced level in Word Study –an element of the Lexia Power Up program- and is not making adequate progress the student is flagged through our district designed data analysis protocol and a list is sent to site-based administrators and teachers of the students who need to be addressed by the child study team to determine if Tier 3 intervention is appropriate.		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: Students showing historic scores of L1 on their FAST PM cycle assessments will begin in Foundational Intensive Reading classes which include Tier 3 interventions. Additionally, students are given an ORF assessment as a screener to determine if they are displaying fluency problems that require Tier 3 intervention (scoring below 90 words per minute and have significant decoding problems).		
Number of times per week interventions are provided: 5 Number of minutes per intervention session: 15 Course(s) where interventions take place: In small group with the intensive reading teacher in the following courses: Intensive Reading 1 (1000412), 2 (1000414), 3 (1000416), and 4 (1000418).		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)

Teacher led small group with a reading endorsed professional	Strong	Teacher led small groups with a reading endorsed professional does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the use of teacher led small groups: Improving Adolescent Literacy: Effective Classroom and Intervention Practices the recommendation to make available intensive and individualized interventions for struggling readers that can be provided by trained specialists <u>provides strong evidence</u>. The district will support and monitor the implementation of teacher led small groups by providing PD to all reading teachers grounded in the science of reading especially as it relates to foundational literacy skills like phonemic awareness, phonological awareness, decoding and encoding, by providing a dedicated instructional coach to support teachers as they engage in small group instruction, and site based leaders will participate in instructional walks to monitor the fidelity of the small group instruction.
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Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Teacher led small group with a reading endorsed professional		Teacher led small groups with a reading endorsed professional does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the use of teacher led small groups: Improving Adolescent Literacy: Effective Classroom and Intervention Practices the recommendation to make available intensive and individualized interventions for struggling readers that can be provided by trained specialists <u>provides strong evidence</u>. The district will support and monitor the implementation of teacher led small groups by providing PD to all reading teachers grounded in the science of reading especially as it relates to foundational literacy skills like phonemic awareness, phonological awareness, decoding and encoding, by providing a dedicated instructional coach to support teachers as they engage in small group instruction, and site based

		leaders will participate in instructional walks to monitor the fidelity of the small group instruction.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Teacher led small group with a reading endorsed professional		Teacher led small groups with a reading endorsed professional does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the use of teacher led small groups: Improving Adolescent Literacy: Effective Classroom and Intervention Practices the recommendation to make available intensive and individualized interventions for struggling readers that can be provided by trained specialists <u>provides strong evidence</u> . The district will support and monitor the implementation of teacher led small groups by providing PD to all reading teachers grounded in the science of reading especially as it relates to foundational literacy skills like phonemic awareness, phonological awareness, decoding and encoding, by providing a dedicated instructional coach to support teachers as they engage in small group instruction, and site based leaders will participate in instructional walks to monitor the fidelity of the small group instruction.

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)3.g. —k., F.A.C.](#))

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

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)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;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEPF earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning 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 learning.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
DWT (Fall and Spring)	All ELA and Reading teachers at every level	Each year our district has two “District-Wide Training” days designated for professional learning. All reading/ELA teachers attend 4 sessions of choice. These sessions are designed in full alignment with professional learning required by ss. 1012.585(3)(f) and 1012.98(5)(b)11., F.S., as well as the B.E.S.T. ELA Standards and evidence-based reading practices and programs. Writing to Learn will be embedded throughout the sessions.
Module Roll-Outs	K-8 teachers	Every 4-8 weeks the ELA department offers “module-roll outs” in north, mid, and south locations across the district. During these sessions, we focus on upcoming BEST benchmarks as well as evidence-based reading practices. Teachers deepen their understanding of the lessons provided in the curriculum by engaging in the reading, writing, speaking, and thinking work their students are expected to engage in. They grapple with difficult parts or confusing parts and engage in planning for differentiation to meet the needs of a range of students. Between these sessions, our Transformation Zone team partners with Instructional Staff Developers and literacy coaches to offer additional professional learning for differentiation and intensity based on progress monitoring data. We’ll continue to elevate Writing to Learn as a key strategy embedded in the professional learning. This year, we’re also focusing on Academic Discourse and more frequent formative assessment built into every lesson.
ELA Champions	1 teacher per grade level from each elementary school	In elementary school, building principals select an ELA Champion to represent their school and attend professional learning 3x a year. This is one way we identify and establish model classrooms within each school building. Teachers are responsible for returning to their schools, serving on the LLT, leading grade level literacy PLCs, and opening their doors to model instructional practices in front of their peers.

ELA Learning Days (HS)	Grade 9 and 10 ELA, teachers and support facilitators	In high school we provide two additional learning days during the traditional school day for ELA teachers to learn instructional practice with ELA benchmarks through district created lessons on the pacing guide.
Lesson Roll Out	Grade 9- 12 ELA teachers and support facilitators	We will be running quarterly opt in PD. During these sessions, we focus on upcoming BEST benchmarks as well as evidence-based reading practices. Teachers deepen their understanding of the lessons provided in the curriculum by engaging in the reading, writing, speaking, and thinking work their students are expected to engage in. They grapple with difficult parts or confusing parts and engage in planning for differentiation to meet the needs of a range of students.
Reading Mandate and Reading Endorsement PD	For reading endorsement: any k-12 teacher who provides intensive reading intervention For the Reading Mandate: teachers holding the following certificates: Elementary K-6 Elementary 1-6 English 1-6 English 6-12 English Middle Grades 5-9 ESOL K-12 Exceptional Student Education Middle Grades Integrated Curriculum 5-9 Prekindergarten/Primary PK-3 Primary K-3 Reading K-12 Reading Endorsement	This PD is designed to provide instruction that emphasizes evidence-based reading instruction. Key components include the Reading Endorsement for teachers, intensive reading interventions for students with deficiencies, and the implementation of the science of reading.
Summer Professional Learning	K-10	Throughout the summer we offer multiple opportunities for professional learning including an Early Childhood Institute for PreK – 2 nd grade teachers.

UFLI	6-12 Reading Teachers and Administrators	We have partnered with the University of Florida Lastinger Institute to provide three full days of professional learning in partnership with the University of Florida Lastinger Institute. Designed for reading teacher, coaches, and site-based administrators, this institute examines the complexities of adolescent literacy and how Science of Reading research can be translated into effective instructional practices that accelerate student achievement.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.		
All of the district-offered reading training at the elementary is designed to meet the requirements of the reading mandate. Most of the training we offer is face-to-face, however, we also provide on-line book studies that meet the requirements. Furthermore, we regularly share opportunities such as the UF Literacy Matrix and encourage teachers to take advantage of those free professional learning sessions. Through our partnership with the University of Florida's Lastinger Center, we have also developed a year-long professional development series based in scientifically researched and evidence-based reading instruction where K-2 teachers and administrators at targeted schools earn 46 reading mandate points across the year.		
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.		
Professional development is differentiated and intensified in several ways based on progress monitoring data. LLTs function as teams who meet regularly to disaggregate data and make informed decisions based on that data. This results 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 is supported through the ELA Champions and Department Chairs/Lead Reading Teachers/Literacy Coach meetings as well as monthly leadership, literacy coaching meetings and monthly MTSS meetings at the elementary level.		
Mentor Teachers Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.		
Pinellas County Schools has established mentor teachers and model classrooms through Embrace Pinellas and ELA Champions/Department Chairs/Lead Reading Teachers. At the school level, teachers meet once a week in PLCs for professional learning. This is led by the ELA Champions and Department Chairs/Lead Reading Teachers/Literacy Coach.		
Professional Learning Time		

Describe how time is provided for teachers to meet weekly for professional learning.

In elementary, middle, and high school, teachers are provided a common planning period in order to facilitate co-planning that includes reviewing data and assessing student work artifacts. We also provide after-school opportunities for teachers who are unable to co-plan due to unique scheduling conflicts.

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
Sound Partners	K-2	Schools at all levels offer before and after school tutoring for reading and writing. Sound Partners was purchased for 58 elementary sites for use during tutoring.

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)3.p., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

We provide schools and teachers with district-curated resources as part of the Read-at-Home Plan. Teachers print out a letter and identify the reading deficiency and provide the resources identified to support the deficiency. Each month, we send a reminder to schools and teachers to send home the monthly letter. In the letter, teachers notify families of progress made.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

We continue to actively recruit families to sign up for the New World's Reading Initiative. The monthly progress letters include information to sign-up for the New Worlds Reading Initiative. The district website also include links to important ELA Resources such as the BEST parent guides, Just Read Families, New World's Reading and Just Take 20. In addition, progress monitoring reports for parents aligned to grade-level standards have been created. When families receive the progress monitoring reports, they also receive family-friendly suggestions to support reading and literacy at home which include DOE resources mentioned above. We regularly engage students in contests, competitions, and challenges to extend learning beyond the classroom. This is especially true during winter break, Thanksgiving break, Spring break, and summer.

The Middle School Summer Reading Market provides students free books for the summer and thematically aligned challenges.

Pinellas County School Book Bus visits Summer Bridge sites and other places in local neighborhoods to promote independent reading with choice books.

To increase accessibility to books in homes, the district also provides families with a free SORA account, which is an online collection of ebooks, audiobooks, and magazines.

High school students in grades 9 and 10 will have access to Khan academy's tutoring app Khanmigo (an AI tutor that provides prompts to help students get on track, but never gives answers outright) which includes a writing tutor. This tool will be introduced in the classroom but shared with high school parents as a support for overall literacy especially when student are engaging in work outside the classroom.

8) Highly Effective Teachers ([Rule 6A-6.053\(9\)\(b\)3.f., F.A.C.](#))

Describe how the district prioritizes the assignment of highly effective teachers, as identified in [s. 1012.34\(2\)\(e\), F.S.](#), from kindergarten to grade 2.

The district prioritizes the assignment of highly effective teachers to grades K-2 through a collaborative staffing process involving Human Resources and elementary school administrators. During annual staffing and master scheduling discussions, principals review teacher evaluation ratings, instructional performance data, certification status, reading endorsements, student achievement outcomes, and professional expertise in early literacy instruction. Teachers identified as Highly Effective under s. 1012.34(2)(e), F.S., are given priority consideration for kindergarten through grade 2 placements whenever staffing allocations and school needs allow.

As vacancies occur, Human Resources provides principals with candidate evaluation histories, certification and endorsement information, and relevant employment data to support hiring and placement decisions. Principals use this information, along with demonstrated expertise in foundational reading instruction, to assign the most effective teachers to primary grade classrooms where students are developing critical early literacy skills.

The district annually reviews K-2 staffing assignments as part of the school planning process to ensure that students in kindergarten through grade 2 have access to highly effective teachers who possess the knowledge and skills necessary to provide evidence-based reading instruction aligned to state requirements. When staffing changes occur, principals work with Human Resources to maintain this priority and make placement decisions that support early literacy achievement for all students.

Schools with the greatest percentage of students below benchmark receive priority consideration when hiring highly effective teachers. At these schools, K-2 teachers work side-by-side with a dedicated K-2 literacy coach as well as attend professional learning, The Super Six, focused on the Science of Reading and evidence-based literacy practices in the K-2 classrooms.

9) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))

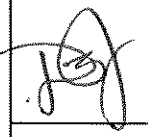
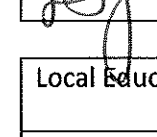
District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature:	Date:

9) Assurances (Rule 6A-6.053(9)(b)2., F.A.C.)

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of <u>s. 1008.25(4)(c), F.S.</u> , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with <u>Rule 6A-6.053(6)(c), F.A.C.</u>
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under <u>s. 1012.34, F.S.</u> All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):

Donnika Jones, Chief Academic Officer

Signature:

Donnika Jones

Date:

8/10/26