

Putnam County School District



2021-22 Reading Plan

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Contact Information, Communication Plan, and Student Achievement Goals

Contact Information - Part A

District Contact Information

Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Azula, Jennifer Director of Teaching and Learning jazula@my.putnamschools.org 386-329-0532
Elementary English Language Arts (ELA)	Wilds, Michelle District Elementary ELA Coach mwilds@my.putnamschools.org 386-329-0532
Secondary ELA	Wilburn, Tisha District Secondary ELA Coach twilburn@my.putnamschools.org 3863290532
Reading Curriculum	Azula, Jennifer Director of Teaching and Learning jazula@my.putnamschools.org 3863290532
Reading Endorsement	Azula, Jennifer Director of Teaching and Learning jazula@my.putnamschools.org 3863290532
Professional Development	Azula, Jennifer Director of Teaching and Learning jazula@my.putnamschools.org 3863290532
Assessment	Lamoreaux, Renee Director of Assessment and Accountability rlamoreaux@my.putnamschools.org 386-329-0653
Data Element	Lamoreaux, Renee Director of Assessment and Accountability rlamoreaux@my.putnamschools.org 3863290653
Summer Reading Camp	Azula, Jennifer Director of Teaching and Learning jazula@my.putnamschools.org 3863290532
Third Grade Promotion	France, Laura Assistant Superintendent of Curriculum and Instruction lfrance@my.putnamschools.org 386-329-0532
300 Lowest-Performing Elementary Schools	France, Laura Assistant Superintendent of Curriculum and Instruction lfrance@my.putnamschools.org 386-329-0532

Communication of Plan Information

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

We have a variety of methods to communicate the contents to stakeholders. Some of these include:

- Meeting with district and school-based leaders throughout the drafting process (Director of MTSS, Director of ESE, Director of School Improvement,
- Admin Meetings to share the plan and implications for planning and scheduling
- Meetings with MTSS coordinators, school psychologists, coaches, guidance counselors, and others to share the contents and implications of the final plan
- Coaches refer to plan and elements of the plan in their PD, PLC, and coaching work with teachers
- Plan is shared on district website
- Overview of plan is shared at PIDAC(Parent and Community Advisory)

Student Achievement Goals - Part B

Measurable Student Achievement Goals

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

Previous School Year

Kindergarten - % of Students "Ready" on FLKRS 48%

Goal for Plan Year

Kindergarten - % of Students "Ready" on FLKRS 53%

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

The PCSD Pre-k team has put into place several actions in pre-k classes to help improve the kindergarten readiness rate for the coming year.

Pre-K is in moving into an evidence-based phonemic awareness curriculum, Heggerty Phonological and Phonemic Awareness. Jessica Stallings, PCSD's Early Childhood Learning Coordinator, is supporting this new curriculum through professional learning and coaching support.

PCSD is also participating in the STAR Early Literacy Assessment pilot program during the 2021-2022 school year. Students were assessed in January and April of 2021. In the coming school year, they will be assessed in September, January, and April. PCSD's pre-K teachers are also engaged in ongoing professional learning for pre-k that is focused on the VPK Assessment and STAR Early Literacy Assessment data. Facilitators are focusing the next steps of this series on using the data for strategic planning for small groups.

In addition to the above-listed supports, the Department of Teaching and Learning will also be providing differentiated, job-embedded support through an assigned district instructional coach during the 2021-2022 school year.

In an effort to help private VPK providers meet their goals for readiness, the Pre-K team will be working with private providers to provide quality Kindergarten transition packets and registration information. In May of 2021, PCSD will facilitate two virtual Kindergarten transition meetings--one for parents of upcoming Kindergarten students and the other for private providers/HeadStart programs.

Statewide English Language Arts Standardized Assessment:

Grade	Previous School Year % of Students Scoring					Goal for Plan Year % of Students Scoring				
	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Lvl 5
3	35	26	23	12	4	30	25	25	15	5
4	37	26	21	12	3	28	28	27	13	4
5	33	29	22	13	3	28	28	25	15	4
6	40	24	18	13	5	28	26	25	15	6
7	40	24	20	11	5	30	27	25	12	6
8	33	25	26	13	5	30	27	24	14	5
9	36	29	20	12	2	30	28	24	14	4
10	38	24	22	12	3	32	24	26	14	4

Include additional literacy goals based on screening, progress monitoring, and/or district summative assessments. At a minimum, include specific goals for K-2 students.

Example: For each grade, K-2, increase the percentage of students currently scoring at or above grade level on (the approved district progress monitoring assessment) by 5% this year, from (60%) to (65%).

In 2020-2021, i-Ready placement tables show students mid to late grade level beginning at the following scale scores for the end of the year:

K-396

1-458

2-513

At the conclusion of 2020-2021, the percentage of students achieving these scale scores or higher are as follows:

K - 55%

1st - 36%

2nd - 30%

Our goal for the upcoming school year is to achieve 5-7% growth in the number of students scoring at or above the grade level cut score in K-2nd grade. Our goals are as follows:

K - 60%

1st - 43%

2nd - 37%

District Budget for Research-Based Reading Instructions Allocation

Budget

1	Research-Based Reading Instruction Allocation	\$0.00
2	Estimated proportional share distributed to district charter	\$0.00
3	Reading coaches assigned to elementary schools	\$0.00
4	Reading coaches assigned to secondary schools	\$0.00
5	Intervention teachers assigned to elementary schools	\$0.00
6	Intervention teachers assigned to secondary schools	\$0.00

7	Supplemental materials or interventions for elementary schools	\$0.00
8	Supplemental materials or interventions for secondary schools	\$0.00
9	Intensive interventions for elementary students reading below grade level	\$0.00
10	Intensive interventions for secondary students reading below grade level	\$0.00
11	Professional development	\$0.00
12	Helping teachers earn the reading endorsement	\$0.00
13	Summer reading camps	\$0.00
14	Additional hour for 300 lowest-performing elementary schools	\$0.00
Total:		\$0.00

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

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

We will use most of our Reading Allocation Funds to fund a total of 6 district reading coaches this year. We prioritize early elementary with 4 of the 6 coaches focusing on our K-6th teachers and students. All 4 of these coaches have elementary certification and a depth of experience in early elementary. The other 2 coaches predominantly support 7-12th grade. However, these 2 coaches also have experience at the elementary level and support our other coaches, as needed.

Our literacy coaches are critical to providing quality, job-embedded, differentiated support for our classroom teachers and our new Reading Interventionists. This support ensures we are effectively implementing evidence-based strategies and tools during core and intervention.

In addition to funding these instructional support positions, we will also be funding a supplemental evidence-based foundational skills kit for K-3 with our RIA funds.

School Literacy Leadership Teams

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

This will be communicated at our May 20, 2021 Admin Meeting and again in our August pre-planning 2021 Admin Meeting.

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

Jennifer Azula, Director of Teaching and Learning

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

Jennifer Azula, Director of Teaching and Learning

Professional Development

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

- Provide professional development required by Section 1012.98(4)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies;
- Differentiate and intensify professional development for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional development.

In June of 2021, we will offer a B.E.S.T. Standards Institute (ELA) for all K-2nd grade educators. This 3-day event will focus on our PCSD Vision for Teaching and Learning in ELA, the B.E.S.T. Standards, and our new ELA curriculum, Benchmark Advance. This k-2 focused work will continue into the 2021-2022 school year with a reboot of our PCSD K-2 ELA Learning Community. This learning community will bring together teachers from all 8 elementary schools for the purpose of data analysis, professional learning, lesson planning, and problem-solving. The Bridge to Practice for each community session includes creating a plan of action, instructing, and participating in colleague feedback sessions and/or “Look and Learns”. Teachers will bring Bridge to Practice implementation artifacts back to each community session to share with their grade level colleagues for additional feedback.

In August 2021, we will offer a B.E.S.T. Standards Institute (ELA) for all 9-12th grade teachers. This 2-day event will focus on our PCSD Vision for Teaching and Learning in ELA, the B.E.S.T. Standards, and our new ELA curriculum, Savvas or College Board Springboard. This 9-12th grade focused work will continue into the 2021-2022 school year through a school-based PLC model. This model will bring together teachers of like standards and curriculum for the purpose of data analysis, professional learning, lesson planning, and problem-solving.

3-8th grade teachers will begin their work with the B.E.S.T. Standards as we begin the school year. These grade bands will attend professional learning sessions and begin implementing learning from B.E.S.T. Standards sessions throughout Q1-3. During Q4 they will fully shift into their new ELA curriculum and the new B.E.S.T. Standards for ELA.

Our district coaches are also assigned to support PLCs and provide instructional coaching at every school. Coaches support focused and targeted lesson planning with both core ELA teachers and interventionists. The Department of Teaching and Learning, along with the Department of School Improvement, works in tandem with administrators to identify strengths, needs, and challenges. The Department of Teaching and Learning works with coaches to facilitate professional learning and design strong Bridge to Practice and Look and Learn implementation activities and support sessions. Coaches provide an additional layer of differentiated professional learning support through the coaching model. This may include supports such as modeling, co-teaching/co-planning, observing, reflective questioning, goal setting, targeted lesson planning, and more. Coaches provide educators with support during the most critical phase of new learning - implementation in the classroom with students.

Multisensory Requirement

In addition to embedding multisensory techniques and strategies into all ELA core, standards, and intervention specific professional learning sessions, Putnam will be encouraging and promoting the

following FDLRS courses to meet the 40-hour multisensory requirement:

PDA Exploring Structured Literacy - Facilitated, Virtual, 40 Inservice Points

Structured Literacy through a Multisensory Approach - Independent Study, Virtual, 20 Inservice Points

Making Reading Instruction Explicit for Students with Persistent Reading Difficulties - Facilitated, Face-to-Face, 20 Inservice Points

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

How are professional development requirements communicated to principals?

Professional learning requirements and events are communicated through a variety of structures and tools. These include monthly Admin Meetings, quarterly data chats and presentations, our Kickup professional learning and growth platform, email reminders, Area Directors, etc...

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

Jen Azula, Director of Teaching and Learning
Laura France, Melissa Coleman, Tonya Whitehurst, Sarajeon McDaniel, Principal Supervisors
District Instructional Coaching Team

Charter Schools

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

Yes

Literacy Coaches

Literacy Coaches - Part A

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

Coaches must possess the following:

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

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

While all schools receive support, we prioritize time to the schools with the greatest needs. Bottom 300 status, DA Status, percentage of students requiring Tier 3 support, and subgroup needs are just a few of the ways we prioritize.

We use the Kickup Professional Growth System for instructional supporters. All instructional supporters log their support through this system. We use the reports from this system to analyze coaching data, reflect, set goals, and determine our coaches' professional learning needs.

Upload rubric, if applicable

The following documents were submitted as evidence for this section:

No files were uploaded

Literacy Coaches - Part B**Requirements of the Just Read, Florida! Coaching Model**

- Provide professional development on the following:
 - the major reading components, as needed, based on an analysis of student performance data;
 - administration and analysis of instructional assessments; and
 - providing differentiated instruction and intensive intervention.
- Model effective instructional strategies for teachers.
- Facilitate study groups.
- Train teachers to administer assessments, analyze data, and use data to differentiate instruction.
- Coach and mentor teachers daily.
- Provide daily support to classroom teachers.
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity.
- Help to increase instructional density to meet the needs of all students.
- Participate in reading leadership teams.
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies.
- Prioritize time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms.
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms.
- Work with school principals to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a statistically significant effect on improving student outcomes.

Note: Coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach, and must limit the time spent on administering or coordinating assessments.

Is the district using the Just Read, Florida! coaching model?

Yes

If no, please attach the evidence-based model the district is using.

The following documents were submitted as evidence for this section:

No files were uploaded

If yes, please complete the next section:

How are these requirements being communicated to principals?

We changed our job descriptions in 2018 to match these priorities. The coaching job description is revisited yearly with administrators. Admin data chats and conversations occur quarterly. We use these sessions to revisit specific requests or needs. All coaches are supervised by the Director of Teaching and Learning.

How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching, and providing professional development based on need?

We use the Kickup Professional Growth System for instructional supporters. All instructional supporters log their support through this system. They must enter date, time, educator information, Marzano indicators and/or FEAPS, instructional focus, and notes/next steps.

We use the reports from this system to analyze coaching data, reflect, goal set, and determine our coaches' professional learning needs. We also share reports (without identifiable educator information) with administrators.

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

Jen Azula, Director of Teaching and Learning

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

These are submitted daily. They are reviewed bi-weekly by the Director of Teaching and Learning.

These are informally monitored continuously for a variety of reasons. Formal data sessions using this logged data are facilitated every quarter with the entire team of instructional coaches. In addition, our coach data entry and logging process is formally monitored twice yearly through informal observation.

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

We use a variety of problem-solving methods to determine needs, gaps, and next steps. Some of these methods include: 8-step problem-solving, Fishbone problem analysis, root cause analysis, etc...

District-Level Monitoring of Plan Implementation

District-Level Monitoring - Part A

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

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

Assessments

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

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

Name of the Assessment	To whom is the assessment administered?	Assessment type	What component of the reading/strand of standard is being assessed?	How often is the data being collected?
FLKRS	Kindergarteners	Screeners	Oral Language, Phonological Awareness, Phonics	Annually
i-Ready	K-6th Grade Students	Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Oral Reading Fluency (ORF)	3rd-6th Grade Students	Screeners, Progress Monitoring	Fluency	3 x A Year
FSA	3rd-10th Grade Students, 11th and 12th as necessary	Screeners, Summative	Comprehension	Annually
STAR Reading	7th-10th Grade Students	Progress Monitoring, Diagnostic	Fluency, Vocabulary, Comprehension	3 x A Year
STAR Reading	7th-12th Graders in Tier 2 or 3 receiving evidence-based interventions without embedded programmatic progress monitoring	Progress Monitoring	Fluency, Vocabulary, Comprehension	Monthly
easy CBM	Student receiving Tier 2 or 3 evidence-based interventions that do not have embedded programmatic assessments	Progress Monitoring	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	2 x A Month, Monthly
Elementary Oral Communication Rubric	K-5 Students	Screeners, Progress Monitoring	Oral Language	Quarterly
Secondary Oral Communication Rubric	6-10th Grade Students	Screeners, Progress Monitoring	Oral Language	Quarterly
Running Records	K-6th Grade students in Tier 2 or 3 who are receiving the LLI Intervention	Progress Monitoring	Phonics, Fluency, Comprehension	2 x A Month

District-Level Monitoring - Part B

Provide the following information to depict how the district will meet each of the requirements.

Who at the district level is responsible for providing plan implementation oversight, support, and follow-up?

Director of Teaching and Learning, Jennifer Azula
 Assistant Superintendent of Curriculum and Instruction, Laura France
 Principal Supervisors: Tonya Whitehurst, SaraJean McDaniel, Melissa Coleman

What process is in place for ensuring all instruction in foundational reading skills is systematic and explicit and all reading instruction is evidence-based?

After seeing large gaps in phonics and phonemic awareness in our iReady Diagnostic results in 2017-2018 and 2018-2019, we opted to supplement our core curriculum with the Open Court Foundational Skills Kits in K-2nd grade beginning in 2019-2020. We added 3rd grade in 2020-2021. Because we have seen consistent growth in this area since we began using this evidence-based, explicit program, we are continuing to use the Open Court Foundational Skills Kits instead of and/or in addition to the Benchmark Advance foundational skills components in the 2021-2022 school year.

In 4th-6th grades, we will use the Benchmark Advance foundational skills components in the core. We will use the various SIPPS program levels and the LLI to fill gaps for students demonstrating significant needs.

In 7-8th grades, we have Systems 44 in place for students exhibiting significant foundational skills needs.

In 9th-12th grades, we have Mindplay in place for students exhibiting significant foundational skills needs.

We ensure that all of our core and intervention programs have either a strong or moderate evidence-based and/ or that the instructional strategies or routines used within the program have high to moderate effect sizes based on the work of John Hattie.

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

Teachers have access to a comprehensive assessment package via our district-wide progress monitoring using the iReady assessment products (Diagnostic, Growth Monitoring, Standards Mastery) or the STAR Reading Assessment.

In addition, both Benchmark Advance and Open Court Foundational Skills Kits come with both formative and benchmark progress monitoring assessments and guidance. Savvas myPerspectives does, as well.

We provide a variety of support options for educators in interpreting and using data to inform instruction and differentiate based on identified needs - coaching, professional learning, PLCs.

In addition, our MTSS process requires that teachers progress monitor and visualize intervention data. This additional data promotes even further differentiation and individualization of instruction to meet a student's needs.

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

Our vision of teaching and learning in PCSD, incorporates the 3 Core Actions of ELA instruction. We begin all content area PD with these 3 Core Actions and infuse grade level and content area appropriate ways to embed these in all sessions.

In addition to our cross-school PCSD K-2 ELA Learning Community, we also facilitate cross-school learning communities for the following subjects:

- Biology
- Civics
- U.S. History
- 5th-6th Grade Science
- 6th Grade STEM Elective

Each of these communities provides content support and a focus on content-area literacy instruction.

In addition, all of our secondary schools are AVID schools in the coming 2021-2022 school year. AVID provides incredible, evidence-based strategies for literacy. The Department of Teaching and Learning works cooperatively with our AVID leadership team to coordinate and facilitate professional learning for content area teachers. These include sessions such as Philosophical Chairs, Content-Specific Critical Reading, Using Inquiry to Increase Rigor.

Finally, our district partners with Learning Sciences International to support professional learning in student-centered learning. Most of the structures for which they provide support are intentionally focused on building academic language and deep academic discussion. Many of the tools they suggest and support (Agree/Disagree cards, Learning Targets and Success Criteria, Summary Maps, etc..) tightly align with our vision of literacy development in all content areas.

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

Concerns are communicated in a variety of ways:

admin meetings, PLCs, coaching cycles, quarterly data chats, Conditions Walk/Rigor Walk data chats, etc...

District-Level Monitoring - Part C

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

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

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

The Putnam County School District engages in ongoing data analysis and reflection as part of our cycle of continuous improvement. Through our many collaborative structures, we monitor plan progress, needs, strengths, and opportunities.

The district leadership team meets with all school leadership teams during pre-pre planning, at mid-year, and during the 3rd quarter to monitor, analyze, and discuss progress monitoring data. These meetings are where trending needs, strengths, and opportunities are addressed, and these conversations often lead to plan and/or priority support adjustments. PCSD district and school leadership teams also use the data collected from the 5 Essentials Survey to determine trending needs, strengths, and opportunities within the K12 Reading Plan and its implementation.

Input, feedback, strengths, and needs are also continuously gathered from classroom teachers, principals, MTSS Coordinators, guidance counselors, and others through the Department of Teaching and Learning's surveys, professional learning evaluations, PLC sessions, coaching scenarios, and Bridge to Practice submissions.

Self Reflection Tool

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

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

The following documents were submitted as evidence for this section:

No files were uploaded

School-Level Monitoring of Plan Implementation

School-level implementation - Part A

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

What process is in place to ensure effective implementation?

PCSD has several options for school-based leaders to support the identification and monitoring of specific instructional needs.

Schools are encouraged to use the following tools to select and ensure a specific focus for walks:

Conditions Walks
Rigor Walks
Marzano Elements

This is a continuous process.

Who at the district level supports effective implementation?

School-based Administrators, Director of Teaching and Learning, Director of HR, Assistant Superintendent of Curriculum and Instruction, Principal Supervisors, District Coaches

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

Marzano element progress is submitted to the HR Director continuously. (Walkthroughs, Informals, Formals).

Instructional coaches also log instructional support/coaching session time with individual teachers using the Marzano elements. This data is looked at quarterly by the Department of Teaching and Learning to determine trends, strengths, needs, and supports.

Leaders using the LSI tools for Conditions Walks or Rigor Walks monitor their individual school results at least quarterly.

We also have data chats/presentations and CNA updates from admin 3x's per year. We use these chats to identify additional trends and adjustment needs. Marzano element progress is submitted to the HR Director continuously. (Walkthroughs, Informals, Formals).

Instructional coaches also log instructional support/coaching session time with individual teachers using the Marzano elements. This data is looked at quarterly by the Department of Teaching and Learning to determine trends, strengths, needs, and supports.

Leaders using the LSI tools for Conditions Walks or Rigor Walks monitor their individual school results at least quarterly.

We also have data chats/presentations and CNA updates from admin 3x's per year. We use these chats to identify additional trends and adjustment needs

Weekly reading walkthroughs - Part B

What process is in place to ensure effective implementation?

PCSD has several options for school-based leaders to support the identification and monitoring of specific instructional needs.

Schools are encouraged to use the following tools to select and ensure a specific focus for walks:

Conditions Walks
Rigor Walks
Marzano Elements

This is a continuous process.

Who at the district level supports effective implementation?

School-based Administrators, Director of Teaching and Learning, Director of HR, Assistant Superintendent of Curriculum and Instruction, Principal Supervisors

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

Marzano element progress is submitted to the HR Director continuously. (Walkthroughs, Informals, Formals).

Instructional coaches also log instructional support/coaching session time with individual teachers using the Marzano elements. This data is looked at quarterly by the Department of Teaching and Learning to determine trends, strengths, needs, and supports.

Leaders using the LSI tools for Conditions Walks or Rigor Walks monitor their individual school results at least quarterly.

We also have data chats/presentations and CNA updates from admin 3x's per year. We use these chats to identify additional trends and adjustment needs

Use of data to determine interventions - Part C

What process is in place to ensure effective implementation?

We use a variety of processes to ensure the effective implementation of the K12 Reading Plan. The first step of monitoring for implementation begins with effective communication of the plan with various stakeholders. We create the entire plan, along with the specific grade band decision trees, with input from various stakeholders. Once the plan is submitted and approved, we post on our website and share the plan and coordinating expectations through a series of meetings (admin meetings, PIDAC, department meetings, etc.). We also conduct professional learning sessions focused on the decision trees with MTSS Coordinators, guidance counselors, school leadership designees, etc... These typically occur in pre-planning and/or beginning of the school year.

We ensure that teachers are aware of the plan by sharing through the website and through incorporating time in professional learning to share and discuss the plan and expectations. All instructional coaches are involved in the design and communication of the plan and expectations, as well. Plan guidance is offered through PLCs and coaching cycles, when appropriate.

We provide quality professional learning through a deliberate model aimed to increase changes in

instructional practices and student learning behaviors. This professional learning is delivered through our PCSD Learning Communities, PLCs, coaching cycles, and other professional learning sessions. All of our newly established and hired Interventionists will receive professional learning beginning in August to support their work of facilitating, monitoring, and supporting our evidence-based interventions with fidelity. This will continue throughout the school year.

As we gather and analyze progress monitoring data, walk data trends, PLC trend data, coaching cycle data, and other data sources, we plan, adjust, and facilitate support to ensure support for the components of the k12 Reading Plan.

Who at the district level supports effective implementation?

Jennifer Azula, Director of Teaching and Learning
Principal Supervisors
District Coaches

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

We use the process described in Section 8, Part A and progress monitoring data to identify areas of need, strength, and opportunity.

Summer Reading Camp

Reading Camp - Part A

For Summer Reading Camps required by Section 1008.25(7), F.S., districts must:

- Provide instruction to grade 3 students who score Level 1 on the statewide standardized assessment for ELA;
- Implement evidence-based explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension; and
- Provide instruction by a highly effective teacher endorsed or certified in reading.

All district Summer Reading Camp teachers are highly effective and reading endorsed/certified.

Yes

Describe the district's plan to meet each requirement for Summer Reading Camps required by Section 1008.25(7), F.S. Include a description of the evidence-based instructional materials that will be utilized.

Summer Reading Camp Dates: July 6th-July 27th

Summer Reading Camp Times: 8:00-2:30 Students, 7:30-3:00 Staff

Summer Reading Camp Locations:

South: Middleton Burney Elementary School

Central: Browning Pearce Elementary School

West: Interlachen Elementary School

Open Court Reading - Oral Language, Phonemic Awareness, Phonics, Fluency

Leveled Literacy Instruction - Fluency, Comprehension

i-Ready Individualized Instruction Path - All Areas of Reading

i-Ready Diagnostic 3 - Pre

i-Ready Diagnostic - Post

Accessing Complex Text

We will also incorporate read alouds using the upcoming Sunshine State Readers and provide classroom library bins that include texts from the B.E.S.T. literature and Civics book lists.

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

Will the district implement this option?

No

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

N/A

Attendance - Part B

Complete below depicting the number and percentage of students attending summer reading camps.

Number of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

148

Students who demonstrate a reading deficiency in grades K-2

0

Students who score Level 1 in grades 4-5

0

Percentage of Students Attending Summer Reading Camp

Third grade students who score Level 1 and at risk of retention (1008.25(7)(a)2., F.S.)

100%

Students who demonstrate a reading deficiency in grades K-2

0%

Students who score Level 1 in grades 4-5

0%

Parent Support through a Read-At-Home Plan

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

We provide the PCSD Read-At-Home Plan through our website in digital version. We also share the link and/or copies of the printed booklet through our MTSS process.

Each school also provides parent night events that support at home reading throughout the school year. We also work with our PIDAC committee to provide family support and resources for reading success.

In addition to our plan and the structures mentioned above, we partnered with Renaissance during the pandemic to pilot the use of their myOn Reader for all elementary students. We provided multiple professional learning opportunities for staff and families around this resource in the spring of 2020. Upon reviewing data, we opted to purchase the resource for the 2020-2021 school year for all K-5th graders. We currently have plans to continue offering this exemplary resource to families and teachers during the 2021-2022 school year for all K-6th grade students.

Renaissance myON® Reader is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books. Titles are dynamically matched to each individual student's interests, grade and Lexile® reading level. Combined with a suite of close reading tools and embedded supports, myON Reader fosters student engagement and achievement.

Who at the district is responsible for monitoring this requirement?

Director of Teaching and Learning, Jennifer Azula

Assessment, Curriculum, and Instruction

Requirements - Part A

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Provide whole group instruction utilizing an evidence-based sequence of reading instruction.

How does the district support and monitor implementation?

During the summer of 2021 and during the 2021-2022 school year, the Department of Teaching and Learning is facilitating ELA-focused professional learning for elementary educators that includes a 3-day B.E.S.T. Standards Institute and new curriculum introduction, the PCSD K-2 Literacy Learning Community (3-4 sessions throughout the year), PCSD Unit Build professional learning and support for new-to-district educators in 3rd-6th grade, and school-based PLC and coaching support.

Each of these sessions will focus on continuing to strengthen our core ELA instruction by supporting coaches and educators as they work to design, plan, facilitate, and support standards-aligned, student-centered lessons. Coaches also provide focused planning support guidance for the whole group and small group instruction through coaching and PLCs.

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

Jennifer Azula, Department of Teaching and Learning
District and School-based Coaches

Use texts to increase students' background knowledge and literacy skills in social studies, science, and the arts.

How does the district support and monitor implementation?

Our series, Benchmark Advance, does a great job of pairing texts and building topic knowledge across all of these content areas. Our PCSD Units also intentionally incorporate texts that focus on areas or topics within social studies, science, and the arts.

In addition, we have provided many classrooms with refreshed classroom libraries and resources that include books from the B.E.S.T. Standards Civics Booklist and the Literary Booklist, as well as books from diverse authors and illustrators.

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

Jennifer Azula, Department of Teaching and Learning
District Coaches

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

How does the district support and monitor implementation?

During the summer of 2021 and during the 2021-2022 school year, the Department of Teaching and Learning is planning to provide ELA-focused professional learning for elementary educators that includes a 3-day B.E.S.T. Standards Institute and new curriculum introduction, the PCSD K-2 Literacy Learning Community (3-4 sessions throughout the year), PCSD Unit Build professional learning and

support for new-to-district educators in 3rd-6th grade, and school-based PLC and coaching support. Each of these sessions will focus on continuing to strengthen our core ELA instruction by supporting coaches and educators as they work to design, plan, facilitate, and support standards-aligned, student-centered lessons. Coaches also provide focused planning support guidance for the whole group and small group instruction through coaching and PLCs.

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

Jennifer Azula, Department of Teaching and Learning
District Coaches

Florida's Revised Formula For Success - Part B

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

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

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

The Department of Teaching and Learning works with the Director of MTSS and the Director of School Improvement in the creation of the K12 Reading Plan. Together, we design and facilitate professional learning, meetings, and other collaborative sessions to ensure a more seamless design that promotes greater student growth and success. Putnam's K12 Reading Plan addresses the six components of reading and the four types of assessments. During the 2020-2021 school year, we facilitated a series of sessions to ensure that all MTSS Coordinators, guidance counselors, school psychologists, intervention providers, and others. During these sessions, we provide professional learning in the components of reading, shared the embedded progress monitoring (when applicable), and worked together to determine the effectiveness of our interventions.

As a result of these sessions, we removed and added some evidence-based interventions, scheduled additional professional learning opportunities to support specific interventions, and considered additional personnel needs. Our newly created interventionist positions and the coordinating job descriptions were (in part) a result of these crucial conversations.

How does the district support and monitor implementation?

RTI/MTSS is monitored in a variety of ways. We used the Brightbytes system to capture, monitor, and communicate small group and individual student plans and the work of the problem-solving teams. While district-based coaches often do not attend these meetings, they do provide important guidance and data to problem-solving teams.

We also use programmatic data to support and monitor the implementation of specific interventions.

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

Michael Stevens, Director of MTSS monitors specific RTI/MTSS requirements

Jennifer Azula, Director of Teaching and Learning monitors specific Reading requirements

Assessment/Curriculum Decision Trees - Part C

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

The Decision Trees must contain the following information:

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

Upload Decision Tree File in PDF format

The following documents were submitted as evidence for this section:

PCSD_Elementary_Decision_Tree_(K-6_Updated_8-21).pdf
<i>PCSD Elementary Decision Tree (K-6)</i>
Document Link
PCSD_Decision_Trees_(Secondary_7-12_Updated_8-21).pdf
<i>PCSD Secondary Decision Tree (7-12)</i>
Document Link

Identification of Students with a Substantial Reading Deficiency

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

We use varying combinations of FLKRS, FSA, i-Ready, and the STAR to initially identify students with a substantial reading deficiency, depending on grade level. As an alternative, in K-3rd grade, PCSD also may use consecutive demonstrated below-level performance on the Open Court Foundational Skills Programmatic Assessments to identify students with a substantial reading deficiency.

Once a student is in the MTSS process, we monitor the response to intervention. Problem-solving teams provide input regarding additional performance areas. This problem-solving team may include: classroom teachers, interventionists, parents/family members, speech/language pathologists, school psychologists, school administration, and other identified school district personnel. If a student demonstrates negative or questionable performance in an identified Tier 2 evidence-based intervention, they may be considered for Tier 3 intervention supports.

300 Lowest-Performing Elementary Schools

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

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

Yes

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

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

School start time: 7:45

School dismissal time: 2:35

Total number of instructional minutes: 410

Minutes per day of reading instruction: 150 Minutes

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

Over the course of the last school year, we have provided a number of supports for educators working to earn either their K12 Reading Endorsement or those working to pass the K12 Reading Certification Exam. We provided multiple opportunities for discounted or free pathways to the K12 Reading Endorsement. We prioritized early elementary teachers in our first cohort and upper elementary and middle grades in our second cohort. We are also working closely with the UF Literacy Matrix Team to support our 40+ educators who received scholarships this year. District coaches and other experts worked with school-based cohorts to support their questions, help them understand instructor feedback, and expand the coursework into action in our classrooms.

In addition also purchased 50 sets of practice materials for the K12 Reading Certification Exam in order to help those who had demonstrated knowledge and experience providing Reading Intervention prepare and review for the exam. In addition to the practice materials, we encouraged educators to participate in NEFEC's practice and review sessions.

Finally, in an effort to ensure the most qualified, experienced, and effective educators are supporting our students who have substantial reading deficiencies, we are also adding Reading Interventionist positions in the coming school year.. All Reading Interventionists will also be K12 Reading Endorsed or K12 Reading Certified.

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

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

Please see our elementary decision trees for a comprehensive list of our evidence-based intervention programs.

This additional time is frequently referred to as WIN (What I Need) time. Interventions occurring during this time are determined by the various data. Students receive evidence-based interventions based on their demonstrated needs. Through the implementation of our evidence-based programs and strategies, the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading occurs. On-going monitoring by the school administration, district instructional coaches, and contracted program specialists ensures that commitment and conformity to programs and strategies occur.