

Putnam County School District



## 2022-23 Reading Plan

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## Contact Information, Communication Plan, and Student Achievement Goals

### Contact Information - Part A

#### District Contact Information

##### Reading Contacts

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

Contact	Name, Title, Email, Phone
Main District Reading Contact	Azula, Jennifer Director of Teaching and Learning jazula@my.putnamschools.org 386-329-0570
Elementary English Language Arts (ELA)	Wilds, Michelle District Elementary ELA Coach mwilds@my.putnamschools.org 386-329-0570
Secondary ELA	Wilburn, Tisha District Secondary Reading Coach twilburn@my.putnamschools.org 386-329-0570
Summer Reading Camp	Azula, Jennifer Director of Teaching and Learning jazula@my.putnamschools.org 386-329-0570
Assessment	Lamoreaux, Renee Director of Assessment and Accountability rlamoreaux@my.putnamschools.org 386-329-0520
Data Element	Lamoreaux, Renee Director of Assessment and Accountability rlamoreaux@my.putnamschools.org 386-320-0520
Elementary English Language Arts (ELA)	Viera, Jamie District Elementary ELA Coach jviera@my.putnamschools.org 386329-0570
Secondary ELA	Hudson, Kristin District Secondary ELA Coach khudson@my.putnamschools.org 386329-0570
Elementary English Language Arts (ELA)	Yeomans, Laura District Elementary ELA Coach lyeomans@my.putnamschools.org 386-329-0570
Elementary English Language Arts (ELA)	Shettel, Lara District Elementary ELA Coach lshettel@my.putnamschools.org 386-329-0570

### 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, Director of Teaching and Learning)
- 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

## 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 42%***

***Previous School Year***

***Kindergarten - % of Students "Ready" on FLKRS 50%***

***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. Pre-K has moved into an evidence-based phonemic awareness curriculum, Heggerty Phonological and Phonemic Awareness. Jessica Stallings, PCSD's Early Childhood Learning Coordinator, has been supporting this new curriculum through professional learning and coaching support. PCSD also participated in the STAR Early Literacy Assessment pilot program during the

2021-2022 school year. Students were assessed in January and April of 2021. This year, they were assessed in September, January, and April. The teachers have been engaging in data chats and PLCs to determine the instructional implications and next steps using the data gathered.

In addition to the above-listed supports, the Department of Teaching and Learning has also been providing differentiated, job-embedded support through an assigned district instructional coach during the 2021-2022 school year. This work will continue into the 2022-2023 school year.

In an effort to help private VPK providers meet their goals for readiness, the Pre-K team continues to work with private providers to provide quality Kindergarten transition packets and registration information. In May of 2022 and again in 2023, PCSD will facilitate two virtual Kindergarten transition meetings--one for parents of upcoming Kindergarten students and the other for private providers/ HeadStart programs.

Finally, we anticipate using grant dollars to fund a summer learning program for our Prek students to help ensure a strong start in kindergarten in the fall.

***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	39	27	21	11	2	24	22	35	15	3
4	27	24	27	17	4	24	24	37	12	3
5	30	28	24	14	4	24	21	31	19	5
6	33	25	20	17	6	24	25	30	16	5
7	48	24	15	8	5	24	22	28	19	7
8	44	20	21	10	5	24	24	36	10	6
9	33	24	23	16	4	24	24	34	12	6
10	35	30	18	13	4	24	22	31	18	5

**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%).*

Our goals for the 2021-2022 school year for K-2 were as follows:

Goal 1: Achieve 5-7% growth in the number of students scoring at or above the grade (Green in 3-Level Placements) level cut score in K-2nd grade on i-Ready

K Goal - 60%

K Actual - 86%

1st Goal - 43%

1st Actual - 52%

2nd Goal - 37%

Actual - 51%

Our goal in 2022-2023 is to continue increasing the number of students scoring at or above the grade by 3-5% (Green in 3-Level Placements) level cut score in K-2nd grade on i-Ready.

K Goal - 89%

1st Goal - 55%

2nd Goal - 54%

### District Budget for Evidence-Based Reading Instruction Allocation

#### Budget

1	Estimated proportional share distributed to district charter	\$31,724.80
	FTE	2022-23
		\$31,724.80
2	Reading coaches assigned to elementary schools	\$210,008.26
	FTE	2022-23
	4.0	\$210,008.26

<b>3</b>	<b>Reading coaches assigned to secondary schools</b>		<b>\$118,600.26</b>
		FTE	2022-23
		2.0	\$118,600.26
<b>4</b>	<b>Intervention teachers assigned to elementary schools</b>		<b>\$0.00</b>
<b>5</b>	<b>Intervention teachers assigned to secondary schools</b>		<b>\$0.00</b>
<b>6</b>	<b>Supplemental materials or interventions for elementary schools</b>		<b>\$176,163.53</b>
		FTE	2022-23
			\$176,163.53
<b>7</b>	<b>Supplemental materials or interventions for secondary schools</b>		<b>\$0.00</b>
<b>8</b>	<b>Intensive interventions for elementary students reading below grade level</b>		<b>\$0.00</b>
<b>9</b>	<b>Intensive interventions for secondary students reading below grade level</b>		<b>\$97,999.15</b>
		FTE	2022-23
			\$97,999.15
<b>10</b>	<b>Professional development</b>		<b>\$0.00</b>
<b>11</b>	<b>Helping teachers earn the reading endorsement</b>		<b>\$0.00</b>
<b>12</b>	<b>Summer reading camps</b>		<b>\$0.00</b>
<b>13</b>	<b>Additional hour for 300 lowest-performing elementary schools</b>		<b>\$0.00</b>
<b>14</b>	<b>Early literacy instruction/intervention for VPK completers pursuant to s. 1008.25(8)(c), F.S.</b>		<b>\$0.00</b>
		<b>Total:</b>	<b>\$634,496.00</b>

**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 7 district reading coaches. We prioritize elementary with four of the seven coaches focusing on our K-6th teachers and students. All four of these coaches have elementary certification and a depth of experience in early elementary. One of them was a highly effective pre-k teacher for a number of years before moving up through the elementary grade levels and most recently becoming a coach. We currently have one district elementary coaching position that is unfilled. Currently, all six coaches have the K12 Reading Endorsement. All six also have an advanced degree.

While two of the coaches do support 7-12th grade, both have elementary experience and support the other four coaches, as needed.

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

In addition to these instructional support positions, we also use the our RAF to fund intervention materials for our elementary schools and secondary schools.



## School Literacy Leadership Teams

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

We communicate this during the Spring Administrator Meeting. We also send out a Google Drive with a spreadsheet for them to share the following information with the district team:

- members
- meeting agendas and notes
- other pertinent documents

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

Jennifer Azula

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

Jennifer Azula, Sarajeon McDaniel, Laura France

## 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 offered a B.E.S.T. Standards Institute (ELA) for all K-2nd grade educators. This 3-day event focused on the the B.E.S.T. Standards, and our new ELA curriculum, Benchmark Advance. This k-2 focused work continued into the 2021-2022 school year with a reboot of our PCSD K-2 ELA Learning Community. This learning community brought 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 included 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 offered a B.E.S.T. Standards Institute (ELA) for all 9-12th grade teachers. This 2-day event focused on the B.E.S.T. Standards, and our new ELA curriculum, Savvas or College Board Springboard. This 9-12th grade focused work continued into the 2021-2022 school year through a school-based PLC model. This model brought together teachers of like standards and curriculum for the purpose of data analysis, professional learning, lesson planning, and problem-solving.

3-8th grade teachers started their work with the B.E.S.T. Standards with a virtual session in January 2022. We started their cross school learning community work in April 2022 with a continuation of the Reading and Communication Strands and an introduction to the new curriculum. In May, these educators will be implementing a week of collaboratively planned instruction and assess. This learning and implementation will serve as an anchor for deeper work in Literacy and B.E.S.T. Standards Insitutes that will occur in June 2022. We will continue the PCSD Learning Community work into the 2022-2023 school year with 3-6th meeting quarterly through March 2023.

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 & Learning, along with the Department of School Improvement, works in tandem with administrators to identify strengths, needs, & challenges. The Department of Teaching & Learning works with coaches to facilitate professional learning and design strong Bridge to Practice and Look & 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 classrooms 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 ms 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 - Facilitated, Face-toFace, 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.**

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, Sarajean McDaniel, Principal Supervisors

District Instructional Coaching Team

### **Charter Schools**

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

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

Yes

## Literacy Coaches

### Literacy Coaches - Part A

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

#### Coaches must possess the following:

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

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

All reading coaches and content area coaches are certified or endorsed in reading. This helps to ensure that our colleagues are receiving instructional support from educators with specialized knowledge and skills.

While all schools receive support, we prioritize time to the schools with the greatest needs. We prioritize supports based on multiple data sets. This may include RAISE status, DA status, high percentages of students requiring Tier 3 supports, and walkthrough trend data.

We use the Kickup Professional Growth System for instructional supporters. All instructional supporters in the Department of Teaching and Learning log their support through this system. We use the reports from this system to analyze coaching data, monitor supports, 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 district level coaches are supervised by the Director of Teaching and Learning. All school based coaches are supervised by the specific school site principal.

**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.

All coaches, district and school-based are invited to attend coaching cadres and coaching PD facilitated by the district.

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

District level coaches - Jennifer Azula, Director of Teaching and Learning  
School-based coaches - Individual site principals

**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 observations.

**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. 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?
	Kindergarten	Screener, Summative	Oral Language, Phonological Awareness, Phonics	Annually
i-Ready	K-6th Grade Students	Screener, Progress Monitoring, Diagnostic	Phonological Awareness, Phonics, Vocabulary, Comprehension	3 x A Year
Running Records	Students receiving Tier 2 and/or Tier 3 Interventions that receive the LLI Intervention, as appropriate.	Formative Assessment, Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	Monthly
easy CBM	Students receiving Tier 2 and/or Tier 3 Interventions that do not have embedded programmatic assessments, as needed.	Progress Monitoring, Formative Assessment, Diagnostic	Phonics, Fluency, Vocabulary, Comprehension	2 x A Month, Monthly
Oral Communication Rubric - Elementary or Secondary	Tier 2 and/or Tier 3 Students exhibiting challenges with language	Screener, Progress Monitoring, Formative Assessment, Diagnostic	Oral Language	2 x A Month, Monthly
Horizons ACT (Beginning, Middle, End of Year)	All 9th-10th graders and 11th and 12th graders receiving Tier 2 or Tier 3 supports who have not yet passed FSA and/or earned a concordant score	Screener, Formative Assessment, Diagnostic	Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
Benchmark Advance Unit Assessments	K-6th Graders, as appropriate	Formative Assessment	Vocabulary, Comprehension	Monthly
Savvas Unit Assessments	7th-12th graders, as appropriate	Formative Assessment	Vocabulary, Comprehension	Monthly
Achieve 3000	Students receiving the Achieve 3000 Tier 2 and/or Tier 3 Intervention, as needed	Screener, Progress Monitoring, Diagnostic	Vocabulary, Comprehension	2 x A Month, Monthly
FAST - STAR	K-2	Screener, Progress Monitoring, Summative	Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension	3 x A Year
FAST - Cambium	3rd-10th	Screener, Progress Monitoring, Summative	Vocabulary, Comprehension	3 x A Year
Scholastic Reading Inventory/Scholastic Phonics Inventory	7-9th grade students receiving the Read 180 and/or Systems 44 Tier 2 and/or Tier 3 Intervention	Progress Monitoring, Diagnostic	Phonics, Vocabulary, Comprehension	3 x A Year



**District-Level Monitoring - Part B**

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

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

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 and at Mellon Learning Center, we have a combination of SIPPS and/or 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 Diagnostic and STAR in K-2nd, iReady Diagnostic and Cambium in grades 3-6th, and Savvas and Cambium in grades 7-10th.

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.

In the coming year, we will have School City to help us store and visualize instructional data.

### **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 six ELA Expectations. We begin all content area PD with these expectations 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 2022-2023 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 continues to partner 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 on the form entitled District K-12 CERP Reflection Tool, after conducting a root-cause analysis of student performance data to evaluate the effectiveness of interventions. The evaluation must:

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

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

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.

This past year, we changed the way we prioritize our coaches on campuses as a direct result of some of our data and the feedback we received. It's also important to note that we have two district coaches attending the coaching certification courses this summer. Our hope is that they may bring back some of their new learning to the group.

## School-Level Monitoring of Plan Implementation

### School-level Reading Plan implementation - Part A

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

#### What process is in place to ensure effective implementation?

We support School-level implementation of the K12 Reading Plan by providing specific professional learning sessions for specific school and district roles. We guide work with interventionists using the decision trees portion of the plan. We collaborate with coaches, admin, and teachers throughout the school year to gather feedback on the success of the plan. We also use the plan as a guiding document in our first Coaching Cadre of the year and in our first Admin Meeting.

Our district coach and content specialist teams work with educators to build Year-At-A-Glance documents that inform the purposeful use of our evidence-based curriculum. We also provide job-embedded supports and professional learning for the use and refinement of our evidence-based core curriculum and intervention programs.

PCSD has several options for school-based leaders to support the identification and monitoring of the instructional elements of our K12 Reading Plan.

Schools use combinations of the following tools to select and ensure a specific focus for walks:

Conditions Walks

Rigor Walks

Marzano Elements

Data for these walks is available in the LSI Trend Tracker. The Trend Tracker provides color coded visuals to support the identification of trends in specific grade levels, content areas, and subject areas. Trend data is used to inform additional, targeted support and professional learning needs.

Informal trend walks also occur. This is a continuous process.

This summer, our coaching team was also trained to use the Practice Profiles for trend walks and information gathering, too. In the fall, we will share with school-based coaches as an additional tool that could be used to monitor and identify strengths and areas of opportunity.

#### 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).

### Weekly reading walkthroughs by administrators - 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

Data for these walks is available in the LSI Trend Tracker. The Trend Tracker provides color coded visuals to support the identification of trends in specific grade levels, content areas, and subject areas. Trend data is used to inform additional, targeted support and professional learning needs.

Informal trend walks also occur. This is a continuous process.

This summer, our coaching team was also trained to use the Practice Profiles for trend walks and information gathering, too. In the fall, we will share with school-based coaches as an additional tool that could be used to monitor and identify strengths and areas of opportunity.

#### 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 and support needs of students - 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 (examples include admin meetings, Parent Involvement District Advisory Council - 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.

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 5th-July 26th  
 Summer Reading Camp Times: 8:00-2:30 Students, 7:30-3:00 Staff  
 Summer Reading Camp Locations:  
 South: Middleton Burney Elementary School  
 Central: James A. Long Elementary School  
 West: Robert H. Jenkins 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?**

Yes

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

If we can recruit enough instructors and receive additional grant funding, we will offer additional summer learning supports for additional grade levels.

**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.)**

184

**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.)**

56%

**Students who demonstrate a reading deficiency in grades K-2**

0%

**Students who score Level 1 in grades 4-5**

0%



## Family Engagement through a Read-At-Home Plan

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

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

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. The plan is available in English and Spanish. Along with sharing a robust Read-At-Home Plan with parents, we also invite all families of students receiving tier 3 supports in K-3rd and all students earning a level 1 or 2 in 4th and 5th grade to enroll in the New Worlds Reading Initiative. We are proud to share that to-date we have enrolled 639 K-6th grade students and families.

We also purchase subscriptions to and promote myOn, Epic, and other at-home digital libraries for our elementary students. This year we will be hosting a number of Benchmark Universe sessions for both educators and families to help build comfort and encourage the use of this fantastic resource.

Each school also hosts and facilitates various parent learning opportunities that support at home reading and home support throughout the school year. At the district level, we work with our PIDAC committee to provide family support and resources for reading success and host district-wide events based on district initiatives, trending needs, etc..

Finally, our district appreciates and embraces Florida's Literacy Week. Each year, we invite in guest community, family, and alumni readers. Many administrators and classroom teachers use our LMS and other tech tools to record nightly read alouds that serve as a great comfort and model for not only students, but also families. Many schools host vocabulary parades, theme topic experts, family book bingo games, and other family events that promote reading and literacy. Schools throughout the district use this week to super charge the work they do all year with families.

**Who at the district is responsible for monitoring this requirement?**

Director of Teaching and Learning, Jen Azula  
Instructional Supporter, Kim Baggs  
Director of Federal Programs, Melissa Coleman

## 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 2021-2022 school year, the Department of Teaching and Learning facilitated ELA-focused professional learning for elementary educators that included a 3-day B.E.S.T. Standards Institute and new curriculum introduction, the PCSD K-2 and 9-12 B.E.S.T. Learning Community (3 sessions throughout the year). In January and again in April of 2022, we began supporting 3rd-6th grade teachers through this same model. In May, all 3rd-6th grade ELA teachers will implement and then assess one full week of instruction using the new curriculum and the new B.E.S.T. Standards. They will use this learning experience to anchor new learning in a 2-day B.E.S.T. Standards Institute for their specific grade levels in June of 2022. Their PCSD B.E.S.T. Learning Communities will begin during the 2022-2023 school year.

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  
Principal Supervisors

**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?

Both of our series, Benchmark Advance and Savvas, do a great job of pairing texts and building topic knowledge across all of these content areas.

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  
Principal Supervisors

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

#### How does the district support and monitor implementation?

During the 2021-2022 school year, the Department of Teaching and Learning facilitated ELA-focused professional learning for elementary educators that included a 3-day B.E.S.T. Standards Institute and new curriculum introduction, the PCSD K-2 and 9-12 B.E.S.T. Learning

Community (3 sessions throughout the year). In January and again in April of 2022, we began supporting 3rd-6th grade teachers through this same model. In May, all 3rd-6th grade ELA teachers will implement and then assess one full week of instruction using the new curriculum and the new B.E.S.T. Standards. They will use this learning experience to anchor new learning in a 2-day B.E.S.T. Standards Institute for their specific grade levels in June of 2022. Their PCSD B.E.S.T. Learning Communities will begin during the 2022-2023 school year.

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  
Principal Supervisors

### Florida's Revised Formula For Success - Part B

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension;
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic, and summative assessment;
- **Core Instruction (Tier 1):** is standards-aligned; includes accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners; provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning as defined in 34 C.F.R. 200.2(b)(2)(ii);
- **Supplemental Instruction/Intervention (Tier 2):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; and occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Intervention (Tier 3):** is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions. In accordance with Section 1011.62(8)(d), F.S., intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading.

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

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 2021-2022 school year, we continued to facilitate a series of sessions to ensure that all MTSS Coordinators, guidance counselors, school psychologists, intervention providers, and others. These will continue into the coming school year. During these sessions, we will 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 Bright Bytes and the MTSS STAR 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, MTSS Coordinator  
Jennifer Azula, Director of Teaching and Learning  
Jonathan Hinke, Director of Strategic Initiatives

**Assessment/Curriculum Decision Trees - Part C**

## Requirements

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

The Decision Trees must contain the following information:

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

### Tier 1

*Core Instruction:*

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

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

*(Enter assessment criteria that will be used)*

Student is NOT retained in current grade AND:

Grade K: FAST STAR 11th percentile or higher and/or 43rd percentile or higher on i-Ready and satisfactory performance in ELA course

Grade 1: 43rd percentile or higher on i-Ready and satisfactory performance on curriculum assessments in previous year's ELA course

Grade 2: 43rd percentile or higher on i-Ready and satisfactory performance on curriculum assessments in previous year's ELA course

Grade 3: 43rd percentile or higher on i-Ready and satisfactory performance on curriculum assessments in previous year's ELA course

Grade 4: Level 2 or higher on previous year's FSA and 41st percentile or higher on i-Ready

Grade 5: Level 2 or higher on previous year's FSA and 43rd percentile or higher on i-Ready

Grade 6: Level 2 or higher on previous year's FSA and 39th percentile or higher on i-Ready

### THEN TIER 1 Only

**Core Curriculum**

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

K-3 Open Court Foundational Skills Kits: [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_opencourt\\_102114.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_opencourt_102114.pdf)

K-6 Benchmark Advance:

<https://onlinepublications.s3.us-east-2.amazonaws.com/BenchmarkAdvance-2/ADVANCING+TO+PROFICIENCY/index.html#page=1>

In addition to the evidence shared above, Benchmark Advance contains many of the practices outlined in the Improving Adolescent Literacy Practice Guide (WWC <https://ies.ed.gov/ncee/wwc/PracticeGuide/8>) and the Improving Reading Comprehension in Kindergarten Through 3rd Grade Practice Guide (WWC <https://ies.ed.gov/ncee/wwc/PracticeGuide/14> ).

### Progress Monitoring

**Assessment & Frequency**

i-Ready Diagnostic Assessment, up to 3 times per year

Benchmark Advance, Unit Assessments (approximately 1 monthly)

Student is making progress on iReady Diagnostics and Benchmark Advance Unit Assessments

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

Student is making progress toward Typical Growth on iReady Diagnostic assessments. Student is making progress or demonstrating mastery on Benchmark Advance unit assessments.

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

K-6: Student is not making progress on iReady and/or is not making progress on Benchmark Advance unit assessments.

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**How is the effectiveness of Tier 1 instruction being monitored?**



## **Grade Levels: K-6**

Tier I instruction is monitored by school administrators, school-based coaches, district-based coaches, and district administrators through walkthroughs, observations, and data analysis.

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

District-based reading coaches support proactively through learning community models. Grade level teams plan and design lessons, problem-solve identified challenges, and plan for supports and interventions.

Other procedures for identifying potential problems of practice in Tier 1 instruction include: Informal and formal walkthroughs, rigor walks, virtual rigor walks, conditions walks, and curriculum implementation walks.

### **How is the effectiveness of Tier 1 curriculum being monitored?**

District-based reading coaches and the Department of Teaching and Learning have worked with Instructional Partners, LSI, and Impact Florida to incorporate tools for analyzing curriculum and identifying strengths and weaknesses. We participated in LSI's Curriculum Diagnostic in 2018-2019. As we begin to implement our newly adopted curriculum, we will work with publishers to determine additional look fors and steps for growth.

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

Data chats and grade level team planning to identify weaknesses in the curriculum or in the newly created Year-at-a-Glance/Pacing documents, post observation conferences, standards-based planning and instruction.

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

Benchmark has a digital component and works with our learning management system, Canvas. This will ensure easy integration for teachers and students. Students also have access to i-Ready instruction. In addition, educators receive professional learning to ensure skill with Google Meets and other video platform tools. Teachers make contact with students and families to ensure support.

**Grade Levels: 7-12****IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

Student is NOT retained in current grade AND:

Grade 7: Level 2 or higher on previous FSA AND 39th percentile or higher on previous i-Ready

Grade 8: Level 2 or higher on previous FSA AND 30th percentile or higher on previous STAR

Grade 9: Level 2 or higher on previous FSA AND 30th percentile or higher on previous STAR

Grade 10: Level 2 or higher on previous FSA AND 30th percentile or higher on previous STAR

Grade 11: Level 3 or higher on the most recent FSA OR previously earned the concordant score

Grade 12: Level 3 or higher on the most recent FSA OR previously earned the concordant score

**THEN TIER 1 Only****Core Curriculum**

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

Savvas: My Perspectives

<https://www.edreports.org/reports/overview/myperspectives-2017>

Collegeboard: Pre-AP (when appropriate in 9th and 10th grade)

<https://www.edreports.org/reports/overview/springboard-2021>

In addition to the Ed Reports shared above outlining strong evidence, both programs are built with many of the practices outlined in the Improving Adolescent Literacy Practice Guide (WWC):

<https://ies.ed.gov/ncee/wwc/PracticeGuide/8>

**Progress Monitoring****Assessment & Frequency**

Savvas Diagnostic Grade Level Assessments (3x's per year in 7-8th Grade)

Horizons ACT Assessments (3x's per year in 9th-10th grade and as appropriate in 11th-12th grade)

Savvas Unit Assessments (As appropriate in 7-12th grades)

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

Student is making expected growth or demonstrating mastery on Savvas Beginning, Middle, and End of Year Diagnostic Assessments.

Student is making expected growth or demonstrating mastery on Horizons ACT Assessments.

Student is making expected growth or demonstrating mastery on Savvas Unit Assessments.

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

Student is not making expected growth or demonstrating mastery on Savvas Beginning, Middle, and End of Year Diagnostic Assessments, and/or is not making expected growth or demonstrating mastery on Horizons ACT Assessments, and/or is not making expected growth or demonstrating mastery on Savvas Unit Assessments.

**How is the effectiveness of Tier 1 instruction being monitored?**

Tier I instruction is monitored by school administrators, school-based coaches, district-based coaches, and district administrators through walkthroughs, observations, and data analysis.

**Grade Levels: 7-12****What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction provided to in-person students? Provided to distance learning students?**

District-based reading coaches support proactively through learning community models. Grade level teams plan and design lessons, problem-solve identified challenges, and plan for supports and interventions.

Other procedures for identifying potential problems of practice in Tier 1 instruction include: Informal and formal walkthroughs, rigor walks, virtual rigor walks, conditions walks, and curriculum implementation walks

**How is the effectiveness of Tier 1 curriculum being monitored?**

District-based reading coaches and the Department of Teaching and Learning have worked with Instructional Partners, LSI, and Impact Florida to incorporate tools for analyzing curriculum tools and identifying

strengths and weaknesses. We participated in LSI's Curriculum Diagnostic. As we begin to implement our newly adopted curriculum, we will work with publishers to determine additional look fors and steps for growth.

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

Data chats and grade level team planning to identify weaknesses in the curriculum or in the newly created Year-at-a-Glance/Pacing documents, post observation conferences, standards-based planning and instruction.

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

SAVVAS and Collegeboard have digital components and work with our learning management system, Canvas. This will ensure easy integration for teachers and students. In addition, educators receive professional

learning to ensure skill with Google Meets and other video platform tools. Teachers make contact with students and families to ensure support.

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

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

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

*(Enter assessment criteria that will be used)*

Student is NOT retained in current grade AND:

Grade K: FAST STAR 1st-10th percentile and/or 26th-42nd percentile on i-Ready

Grade 1: 26th-42nd percentile on i-Ready and inconsistent or below satisfactory performance on curriculum assessments in previous year's ELA course

Grade 2: 26th-42nd percentile on i-Ready and inconsistent or below satisfactory performance on curriculum assessments in previous year's ELA course

Grade 3: 26th-42nd percentile on i-Ready and inconsistent or below satisfactory performance on curriculum assessments in previous year's ELA course

Grade 4: Level 1 on previous FSA ELA and 26th-40th percentile on i-Ready

Grade 5: Level 1 on previous FSA ELA and 26th-42nd percentile on i-Ready

Grade 6: Level 1 on previous FSA ELA and 26th-38th percentile on i-Ready

### THEN TIER 1 Instruction and TIER 2 Interventions

#### Progress Monitoring

##### **Tier 2 Programs/Materials/Strategies & Duration**

Small Group Instruction (<https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27>)

-FCRR Center Activities

-i-Ready Tools for Instruction

-ACT - Accessing Complex Texts: Repeated Reading and Close Reading

-Language and Vocabulary Project Strategies: Networking, Text embedded instruction, Categorizing

-Benchmark Advance Integrated iELD and Word Study

-Benchmark Advance Intervention Lessons

-Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)

iReady Individualized Instructional Path (Lessons from designated area of deficiency)

(<https://www.curriculumassociates.com/-/media/1a95af7827d74adcb87ccc7a53a7af22.ashx>)

Explicit Instruction ([https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit\\_pg\\_082608.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf))

-Benchmark Advance Intervention Lessons

Leveled Literacy Intervention (LLI) (<https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli>)

Achieve 3000 (In participating schools only) ([https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_brachieve\\_022718.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_brachieve_022718.pdf))

##### **Assessment & Frequency**

Response to Intervention for Tier 2 Small Group Instruction, Explicit Instruction, and iReady Individualized Instructional Path will be monitored through one or more of the following:

-Oral Language Rubric (Elementary)

-Easy CBM

-Benchmark Advance Unit and/or Weekly Assessments

-Open Court Foundational Skills Kits Benchmark Assessments

-iReady Lessons (weekly average of lesson assessment scores within designated domain)

Response to Intervention for Tier 2 Leveled Literacy Intervention will be monitored through one or more of the following:

-Benchmark Advance Unit and/or Weekly Assessments

-LLI Running Records(\*)

Response to Intervention for Tier 2 Systematic Instruction in Phonological Awareness, Phonics, and Sight Words(SIPPS) will be monitored through one or more of the following:

-Biweekly SIPPS Assessments(\*)

**Grade Levels: K-6th****Progress Monitoring**

-Benchmark Advance Unit and/or Weekly Assessments

-Open Court Foundational Skills Kits Benchmark Assessments

Response to Intervention for Tier 2 Systematic Instruction in Achieve 3000 will be monitored through the following:

-Achieve 3000 Lexile Assessment(\*)

Assessments will occur every 10-28 days depending on the specific intervention and programmatic requirements for embedded progress monitoring or formative assessment.

\* = Must be included in response to intervention data

**Performance Criteria to discontinue Tier 2 interventions**

Positive response to intervention and scored in the Tier 1 range on iReady

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

Minimal, negative, or inconsistent response to intervention and scored in the Tier 1 or Tier 2 range on iReady

**Performance Criteria that prompts the addition of Tier 3 interventions**

Minimal, negative or inconsistent response to intervention and scored in the Tier 3 range on iReady

**Number of times per week intervention provided**

Typically, Tier 2 interventions occur 3-5 days per week. These may be outlined specifically in group and individual student plans.

**Number of minutes per intervention session**

Typically, Tier 2 interventions are 20-30 minutes in length. These may be outlined specifically in group and individual student plans.

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

Weekly, biweekly, and monthly assessments in the tier 2 intervention provide the structure to solve problems and improve effectiveness of the intervention for each student. The varied structures may be explained in each child's tier 2 documentation for the quarterly MTSS meetings that occur. Guidance from the core curriculum and iReady Diagnostic will be followed to ensure alignment of all programs. The collective data may be triangulated from multiple sources: core, intervention materials, and documented teacher observations.

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

Please see links next to interventions above for documentation:

- Small group instruction (strong evidence) IES – WWC
- Leveled Literacy Intervention (strong evidence) - ESS
- i-Ready Tools for Instruction and Individual Path (moderate evidence) Curriculum Associates

**Grade Levels: K-6th**

- Explicit instruction (strong evidence) IES-WWC
- Achieve 3000 (strong evidence) - IES WWC

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

All of the tier 2 interventions provided to virtual students will mirror the process for brick and mortar students. Most of the curricula and intervention programs used offer a digital component. Students will interact with the materials and their teacher digitally to follow the process for intervention.

**Grade Levels: 7-12th****IF Student meets the following criteria at the beginning of the school year:**

*(Enter assessment criteria that will be used)*

Student is NOT retained in current grade AND:

Grade 7: Level 1 on previous FSA ELA AND 26th-38th percentile on previous quarter 4 i-Ready

Grade 8: Level 1 on previous FSA for ELA AND 16th percentile or higher on previous quarter 4 STAR Assessment

Grade 9: Level 1 on previous FSA for ELA AND 16th percentile or higher on previous quarter 4 STAR Assessment

Grade 10: Level 1 or 2 on previous FSA for ELA AND 16th percentile or higher on previous quarter 4 STAR Assessment

Grade 11: Level 1 or 2 on previous FSA for ELA AND 16th percentile or higher on previous quarter 4 STAR Assessment AND no concordant score or waiver

Grade 12: Level 1 or 2 on previous FSA for ELA AND 16th percentile or higher on previous quarter 4 STAR Assessment AND no concordant score or waiver

### THEN TIER 1 Instruction and TIER 2 Interventions

#### Progress Monitoring

##### **Tier 2 Programs/Materials/Strategies & Duration**

Small Group Instruction ([https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti\\_reading\\_pg\\_021809.pdf#page=25](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf#page=25))

- Savvas Intervention Materials
- Language and Vocabulary Project Strategies
- SAT/ACT Savvas Materials
- Khan Academy
- Graphic Organizers
- Benchmark ACT Now! - Close and Repeated Readings
- Teengagement Resources

Small Group and Explicit Instruction

([https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti\\_reading\\_pg\\_021809.pdf#page=25](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf#page=25))

- Reciprocal Teaching
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS Plus) Systems 44 (<https://www.evidenceforessa.org/programs/reading/read-180-secondary-reading>)
- Read 180 (<https://www.evidenceforessa.org/programs/reading/read-180-secondary-reading>)
- Achieve 3000 ([https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_brachieve\\_022718.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_brachieve_022718.pdf)) (In individual participating schools only)

##### **Assessment & Frequency**

Response to Intervention for Tier 2 Small Group Instruction and Explicit Instruction will be monitored through one or more of the following:

- Oral Language Rubric (Secondary)
- Easy CBM
- Savvas or Collegeboard Unit and/or Weekly Assessments
- Savvas Beginning, Middle, and End of Year Assessments
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS Plus) Assessments
- Horizon's ACT Assessments

Response to Intervention for Tier 2 Systems 44 intervention will be monitored through one or more of the following:

- Savvas or Collegeboard Unit and/or Weekly Assessments

**Grade Levels: 7-12th****Progress Monitoring**

-Phonics Inventory(\*)

-Scholastic Reading Inventory(\*)

Response to Intervention for Tier 2 Read 180 intervention will be monitored through one or more of the following:

-Scholastic Reading Inventory(\*)

-Savvas or Collegeboard Unit and/or Weekly Assessments

Response to Intervention for Tier 2 Achieve 3000 intervention will be monitored through the following:

-Lexile Assessment(\*)

Assessments will occur approximately every 10-28 days depending on the specific intervention and programmatic requirements for embedded progress monitoring or formative assessment.

\* = Must be included in response to intervention data for the specific assessment

**Performance Criteria to discontinue Tier 2 interventions**

Consistent positive response to intervention AND demonstrating mastery on Savvas or Collegeboard unit or weekly assessments, Horizon's ACT Assessments, and/or Savvas Beginning, Middle, and End of Year Assessments

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

Minimal, negative, or inconsistent response to intervention AND demonstrating some mastery on Savvas or Collegeboard unit or weekly assessments, Horizon's ACT Assessments, and/or Savvas Beginning, Middle, and End of Year assessments

**Performance Criteria that prompts the addition of Tier 3 interventions**

Minimal, negative, or inconsistent response to intervention AND not demonstrating mastery on Savvas or Collegeboard unit or weekly assessments, Horizon's ACT Assessments, and/or Savvas Beginning, Middle, and End of Year assessments

**Number of times per week intervention provided**

Typically, Tier 2 interventions occur 3-5 days per week. These may be outlined specifically in group or individual student plans.

**Number of minutes per intervention session**

Typically, Tier 2 interventions occur at lengths of 20-30 minutes, depending on the intervention. These may be outlined specifically in group or individual student plans.

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

Weekly, biweekly, and monthly assessments in the tier 2 intervention provide the structure to solve problems and improve effectiveness of the intervention for each student. The varied structures may be explained in each child's tier 2 documentation for the quarterly MTSS meetings that occur. Guidance from the core curriculum and iReady Diagnostic will be followed to ensure alignment of all programs. The collective data may be triangulated from multiple sources: core, intervention materials, and documented teacher observations.

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



### **Grade Levels: 7-12th**

Please see links next to interventions above for documentation:

- Systems 44 - Strong
- Read 180 - Strong
- Explicit instruction - Strong
- Small group instruction - Strong
- Achieve 3000 - Strong

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

All of the Tier 2 interventions provided to virtual students will mirror the process for brick and mortar students. Most curricula and intervention programs offer a digital component

### **Tier 3**

*Intensive, Individualized Instruction/Intervention:*

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

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

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

*(Enter assessment criteria that will be used)*

Student IS retained in current grade AND/OR:

Grade K: FAST STAR 1st-10th percentile and/or 25th percentile or below on i-Ready

Grade 1: 25th percentile or below on i-Ready and/or below satisfactory performance on curriculum assessments in previous year's ELA course

Grade 2: 25th percentile or below on i-Ready and/or below satisfactory performance on curriculum assessments in previous year's ELA course

Grade 3: 25th percentile or below on i-Ready and/or below satisfactory performance on curriculum assessments in previous year's ELA course

Grade 4: Level 1 on FSA and 25th percentile or below on i-Ready

Grade 5: Level 1 on FSA and 25th percentile or below on i-Ready

Grade 6: Level 1 on FSA and 25th percentile or below on i-Ready

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

**Progress Monitoring**

**Tier 3 Programs/Materials/Strategies & Duration**

Small Group Instruction (<https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf#page=27>)

-Language and Vocabulary Project Strategies: Networking, Text embedded instruction, Categorizing

-Benchmark Advance Integrated iELD and Word Study

-Mindplay My Virtual Reading Coach (Individual participating schools only)

-Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)

Explicit Instruction ([https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit\\_pg\\_082608.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/adlit_pg_082608.pdf))

-Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)

Leveled Literacy Intervention (LLI) (<https://www.evidenceforessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli>)

Achieve 3000 (In participating schools only) ([https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_brachieve\\_022718.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_brachieve_022718.pdf))

**Assessment & Frequency**

Response to Intervention for Tier 3 Small Group Instruction and Explicit Instruction will be monitored through one or more of the following:

-Oral Language Rubric (Elementary)

-Easy CBM

-Benchmark Advance Unit and/or Weekly Assessments

-Open Court Foundational Skills Kits Benchmark Assessments

-Embedded Mindplay Assessments and Formative Data

-iReady Lessons (weekly average of lesson assessment scores within designated domain)

-iReady Diagnostic

Response to Intervention for Tier 3 Leveled Literacy Intervention will be monitored through one or more of the following:

-Benchmark Advance Unit and/or Weekly Assessments

-LLI Running Records(\*)

Response to Intervention for Tier 3 Systematic Instruction in Phonological Awareness, Phonics, and Sight Words(SIPPS) will be monitored through one or more of the following:

-Biweekly SIPPS Assessments(\*)

-Benchmark Advance Unit and/or Weekly Assessments

-Open Court Foundational Skills Kits Benchmark Assessments

-iReady Diagnostic

**Grade Levels: K-6th****Progress Monitoring**

Response to Intervention for Tier 3 Systematic Instruction in Achieve 3000 will be monitored through the following:

- Lexile Assessment (\*)
- iReady Diagnostic

Assessments will occur every 10-28 days depending on the specific intervention and programmatic requirements for embedded progress monitoring or formative assessments. iReady Diagnostic is given 3x's per year.

\* = Must be included in response to intervention data for the specific intervention

**Performance Criteria to discontinue Tier 3 interventions**

Positive response to intervention and scored in the Tier 1 or Tier 2 range on iReady

**Performance Criteria indicating continuation of Tier 3 interventions**

Minimal, negative, or inconsistent response to intervention and scored in the Tier 3 range on iReady

**Performance Criteria that prompts intensified Tier 3 interventions**

Negative or no response to intervention and scored in the Tier 3 range of iReady

**Number of times per week intervention provided**

Typically, Tier 3 interventions occur 4-5 days per week. This may be outlined specifically in group or individual plans.

**Number of minutes per intervention session**

Typically, Tier 3 interventions occur for 20-30 minutes per session or day. outlined specifically in group or individual plan.

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

Weekly or biweekly assessments in the tier 3 intervention provide the structure to solve problems and improve effectiveness of the intervention for each student. The varied structures will be explained in each child's Tier 3 documentation for the quarterly MTSS meetings that occur. Guidance from the core curriculum and iReady diagnostic will be followed to ensure alignment of all programs. The collective data may be triangulated from multiple sources: core, intervention materials, and documented teacher observations.

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

- Explicit instruction (strong evidence) IES-WWC
- Small group instruction (strong evidence) IES – WWC
- Leveled Literacy Intervention (strong evidence) - ESS
- Achieve 3000 (strong evidence) - IES WWC

**Grade Levels: K-6th**

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

All of the Tier 3 interventions provided to virtual students will mirror the process for brick and mortar students.

All curricula and intervention programs used offer a digital component. Students will interact with the materials

and their teacher digitally to follow the process for intervention.

**Grade Levels: 7-12th****IF Student meets the following criteria at the beginning of the school year:***(Enter assessment criteria that will be used)*

7th Grade: Level 1 on previous FSA for ELA AND 25th percentile or below on previous iReady Diagnostic (End of Year, 6th grade)

8th Grade: Level 1 on previous FSA for ELA and 15th percentile or below on previous quarter 4 STAR Reading

9th Grade: Level 1 on previous FSA for ELA and 15th percentile or below on previous quarter 4 STAR Reading

10th Grade: Level 1 or 2 on previous FSA for ELA and 15th percentile or below on previous quarter 4 STAR Reading

Grade 11: Level 1 or 2 on previous FSA for ELA AND 15th percentile or below on previous quarter 4 STAR Assessment AND no concordant score AND no waiver

Grade 12: Level 1 or 2 on previous FSA for ELA AND 15th percentile or below on previous quarter 4 STAR Assessment AND no concordant score AND no waiver

**THEN TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions****Progress Monitoring****Tier 3 Programs/Materials/Strategies & Duration**

Small Group Instruction ([https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti\\_reading\\_pg\\_021809.pdf#page=25](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf#page=25))

- Savvas Intervention Materials
- Language and Vocabulary Project Strategies
- SAT/ACT Savvas Materials
- Khan Academy (SAT and ACT Preparation and Coaching Programs only)
- Graphic Organizers
- Benchmark ACT Now! (7th and 8th grades)- Close and Repeated Readings
- Teengagement

Small Group and Explicit Instruction

([https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti\\_reading\\_pg\\_021809.pdf#page=25](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf#page=25))

- Reciprocal Teaching
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS Plus)
- Teengagement
- Mindplay My Virtual Reading Coach

Systems 44 (<https://www.evidenceforessa.org/programs/reading/read-180-secondary-reading>)

Read 180 (<https://www.evidenceforessa.org/programs/reading/read-180-secondary-reading>)

Achieve 3000 ([https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_brachieve\\_022718.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_brachieve_022718.pdf)) (In individual participating schools only)

**Assessment & Frequency**

Response to Intervention for Tier 3 Small Group Instruction and Explicit Instruction will be monitored through one or more of the following:

- Oral Language Rubric (Secondary)
- Easy CBM
- Savvas or Collegeboard Unit and/or Weekly Assessments
- Savvas Beginning, Middle, and End of Year Assessments
- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS Plus) Assessments
- Horizon's ACT Assessments
- Teengagement Assessments

**Grade Levels: 7-12th****Progress Monitoring**

-Mindplay Programmatic Assessments

Response to Intervention for Tier 3 Systems 44 intervention will be monitored through one or more of the following:

-Savvas or Collegeboard Unit and/or Weekly Assessments

-Phonics Inventory(\*)

-Scholastic Reading Inventory(\*)

Response to Intervention for Tier 3 Read 180 intervention will be monitored through one or more of the following:

-Scholastic Reading Inventory(\*)

-Savvas or Collegeboard Unit and/or Weekly Assessments

Response to Intervention for Tier 3 Achieve 3000 intervention will be monitored through the following:

-Lexile Assessment(\*)

Assessments will occur approximately every 10-28 days depending on the specific intervention and programmatic requirements for embedded progress monitoring or formative assessment.

\* = Must be included in response to intervention data for the specific assessment

**Performance Criteria to discontinue Tier 3 interventions**

Consistent positive response to intervention AND demonstrating mastery on Savvas or Collegeboard unit or weekly assessments, Horizon's ACT Assessments, and/or Savvas Beginning, Middle, and End of Year Assessments

**Performance Criteria indicating continuation of Tier 3 interventions**

Minimal, negative, or inconsistent response to intervention AND demonstrating some mastery on Savvas or Collegeboard unit or weekly assessments, Horizon's ACT Assessments, and/or Savvas Beginning, Middle, and End of Year assessments

**Performance Criteria that prompts intensified Tier 3 interventions**

Minimal, negative, or inconsistent response to intervention AND not demonstrating mastery on Savvas or Collegeboard unit or weekly assessments, Horizon's ACT Assessments, and/or Savvas Beginning, Middle, and End of Year assessments

**Number of times per week intervention provided**

Typically, Tier 3 interventions occur 4-5 days per week. This may be outlined specifically in group or individual plans.

**Number of minutes per intervention session**

Typically, Tier 3 interventions occur for 20-30 minutes per session or day. This may be outlined specifically in group or individual plan.

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

We work with our MTSS coordinators, coaches, teachers, and admin throughout the school year to assess the effectiveness of interventions. We have also had 3rd parties do studies on several of our secondary interventions to help us better understand the effectiveness within our district.

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

### **Grade Levels: 7-12th**

Please see links with interventions above for more information and/or evidence.

- Systems 44 - Strong
- Achieve 3000 - Strong
- Read 180 - Strong
- Explicit instruction - Strong
- Small group instruction - Strong

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

Most of our intervention resources have some digital components available. We use our district's learning management system, Canvas, to ensure continuous instruction for students. We provide options for both synchronous and asynchronous learning through tools like Canvas and Google Meets. We will also send some materials home with students for activities for some interventions: highlighters, specific print materials, etc. may be sent home for students needing virtual intervention support.

## Identification of Students with a Substantial Reading Deficiency

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

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

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

We currently 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 we have more information about STAR Early Literacy, STAR Reading, and F.A.S.T. we will use those results to 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/or other identified school district personnel. If a student demonstrates negative or questionable response to intervention in an identified Tier 2 evidence-based intervention, they may be considered for additional Tier 3 intervention supports.