

District Comprehensive Evidence-Based Reading Plan

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

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

1) Contact Information

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

Point of Contact	Name	Email	Phone
Main Reading Contact	Jennifer Azula	jazula@my.putnamschools.org	386-329-0570
Data Element	Renee Lamoreaux	rlamoreaux@my.putnamschools.org	386-329-0570
Third Grade Promotion	Michelle Wilds	mwilds@my.putnamschools.org	386-329-0570
Multi-Tiered System of Supports	Diana Drew	ddrew@my.putnamschools.org	386-329-0570
3rd Grade SRC	Michelle Wilds	mwilds@my.putnamschools.org	386-329-0570
	Lara Shettel	lshettel@my.putnamschools.org	386-329-0570

2) District Expenditures

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

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

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

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Literacy coaches	\$210,008.26	4
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$173,163.53	
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches	\$118,600.26	2
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials	\$97,999.15	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction		
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification		
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential		
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)		
Tutoring programs to accelerate literacy learning		
Family engagement activities		
Other – Please Describe. Add additional rows as needed.		
Estimated Sum of Expenditures	\$634,496.00	

3) Literacy Leadership – District and School

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

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

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	Urgent Intervention <10th percentile	At & Above Benchmark 40th percentile & above	At & Above Benchmark 40th percentile & above
VPK	0.01%	<2%	85%	88%

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

The district will work to lower the number of VPK students who fall below the 10th percentile by analyzing data from PM1 and PM2 and planning for targeted interventions for students who are falling into both the Urgent Intervention category and the Intervention category. Targeting the Urgent Intervention category will help these students rise above the 10th percentile. Targeting the Intervention category will ensure these students don't fall into the Urgent Intervention category.

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

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K	22%	20%	44%	49%
1	38%	25%	44%	49%
2	36%	28%	40%	46%
3	32%	28%	41%	45%
4	35%	28%	42%	46%
5	22%	21%	48%	49%
6	16%	15%	61%	62%
7	23%	20%	54%	55%
8	24%	20%	49%	55%
9	27%	22%	47%	50%
10	25%	23%	49%	50%

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

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

1. Provide an explanation of the following:

Grades K-6	District Level	School Level
Data that will be collected and frequency of review	PCSD Trend Walks (includes FDOE Practice Profile elements) FAST, STAR, and STAR Early Literacy Data District Benchmark Assessments Evidence-based Intervention Data (i-Ready) Applicable data will be reviewed quarterly, at a minimum.	PCSD Trend Walks (includes FDOE Practice Profile elements) FAST, STAR, and STAR Early Literacy Data District Benchmark Assessment Data Evidence-based Intervention Data (i-Ready) Applicable data will be reviewed quarterly, at a minimum.
Actions for continuous support and improvement	Trends are identified. District-wide, grade level & content specific professional learning and support may be revised based on new trending data.	Trends and specific individual school, teacher, and student needs are identified.

	Specific school site professional learning and support may be revised and/or intensified based on new data. District-based literacy coaches are assigned to schools based on priority needs. These coaches facilitate professional learning, facilitate PLCs (Data Analysis, Standards-aligned Lesson Planning, Professional Study), and facilitate coaching cycles and Look and Learns in demonstration classrooms.	Specific school site professional learning and support may be revised and/or intensified based on new data. In school sites with school-based instructional coaches, these school-based coaches collaborate with district-based literacy coaches to facilitate school-based professional learning, facilitate PLCs (Data Analysis, Standards-aligned Lesson Planning, Professional Study), and facilitate coaching cycles and Look and Learns in demonstration classrooms and provide additional individualized support.
Grades 7-12	District Level	School Level
Data that will be collected and frequency of review	PCSD Trend Walks (includes FDOE Practice Profile elements) FAST Data District Benchmark Assessments Graduation Requirement Tracking Applicable data will be reviewed quarterly, at a minimum.	PCSD Trend Walks (includes FDOE Practice Profile elements) FAST Data District Benchmark Assessments Evidence-based Intervention Data (i-Ready, Khan Academy) Graduation Requirement Tracking Applicable data will be reviewed quarterly, at a minimum.
Actions for continuous support and improvement	Trends are identified. District-wide, grade level & content-specific professional learning and support may be revised and/or intensified based on new data. Specific school site professional learning and support may be revised and/or intensified based on new data, data analysis, and problem-solving.. District-based literacy coaches are assigned to schools based on priority needs. These coaches facilitate professional learning, facilitate PLCs (Data	Trends and specific individual needs are identified. Specific school site professional learning and support may be revised and/or intensified based on new data, data analysis, and problem-solving. In some instances, school-based instructional coaches collaborate with district-based literacy coaches to facilitate school-based professional learning, facilitate PLCs (Data Analysis, Standards-aligned Lesson Planning, Professional Study), and facilitate coaching cycles and Look and Learns in demonstration classrooms and

	Analysis, Standards-aligned Lesson Planning, Professional Study), and facilitate coaching cycles and Look and Learns in demonstration classrooms.	provide additional individualized support.
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2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Based on our CERP Reflection and end of year student achievement data, we have opted to revise and expand our criteria for the identification of Tier 2 intervention needs for 4th-6th grade and 7-10th grade. The following revisions have been made:

	25-26 - Criteria for the identification of Tier 2 Intervention needs at the beginning of the year	26-27 - Criteria for the identification of Tier 2 Intervention needs at the beginning of the year
4-6th Grades	<u>4th through 6th Grade:</u> Student scores at the 10th-14th percentile on the FAST assessment(s) <u>and</u> may not have demonstrated satisfactory performance in the previous ELA course as evidenced by mastery on the weekly Benchmark Advance assessments or the District Benchmark Assessments.	<u>4th Grade</u> The student scored a level 2 on the previous year's pre-k PM3 or the current year's PM1 of the FAST Assessment. The student may also consistently score below 70% on Benchmark Advance unit assessments. <u>5th Grade</u> The student scored below a 199 scale score on the FAST for ELA on the previous year's PM3 or the current year's PM1 on the FAST for ELA assessment. The student may also consistently score below 70% on Benchmark Advance unit assessments. <u>6th Grade</u> The student scored below a 206 scale score on the FAST for ELA on the previous year's PM3 or the current year's PM1 on the FAST for ELA

		assessment. The student may also consistently score below 70% on Benchmark Advance unit assessments.
7-10th Grades	<u>7th Grade:</u> Student earns a scale score below a 206 on the FAST ELA assessment <u>and/or</u> did not demonstrate satisfactory performance in the previous ELA course as evidenced by performance on the District Benchmark Assessments. <u>8th Grade:</u> Student earns a scale score below a 210 on the FAST ELA assessment <u>and/or</u> did not demonstrate satisfactory performance in the previous ELA course as evidenced by performance on the District Benchmark Assessments. <u>9th Grade:</u> Student earns a scale score below a 215 on the FAST ELA assessment <u>and/or</u> did not demonstrate satisfactory performance in the previous ELA course as evidenced by performance on the District Benchmark Assessments. <u>10th Grade:</u> Student earns a scale score below a 220 on the FAST ELA assessment <u>and/or</u> did not demonstrate satisfactory performance in the previous ELA course as evidenced by performance on the District Benchmark Assessments.	<u>7th Grade:</u> Students earned a scale score below a 209 on the FAST for ELA on the previous year's PM3 or the current year's PM1 and may not have consistently scored a 70% or higher of District Benchmark Assessments. <u>8th Grade:</u> Students earned a scale score below a 215 on the FAST for ELA on the previous year's PM3 and may not have consistently scored a 70% or higher of District Benchmark Assessments. <u>9th Grade:</u> Students earned a scale score below a 220 on the FAST for ELA on the previous year's PM3 and may not have consistently scored a 70% or higher of District Benchmark Assessments. <u>10th Grade:</u> Students earned a scale score below a 224 on the FAST for ELA on the previous year's PM3 and may not have consistently scored a 70% or higher of

		District Benchmark Assessments.
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In addition, the collaborative team also determined a need to revise the 3rd grade guiding district pacing documents (PCSD Year-at-a-Glance) to include more specific and detailed instructions for the instruction of the Open Court Foundation Skills Kits. This mimics the changes made to K-2nd grade YAAGs during the 25-26 school year. The team also discussed the need to strengthen the multisensory portions of Open Court instruction. PCSD recently purchased additional student letter cards (for letter manipulation, sound blending, etc...), small group Open Court Sound Spelling cards, and letter cubes, and will provide additional professional learning focused on incorporating the tools and multisensory techniques throughout July, August, and September.

Finally, in order to continue to provide quality and sustained professional learning, all 2nd and 3rd grade cross-district ELA Learning Communities will be facilitated on the district-wide Inservice Days. This will help us maximize instructional time. We will continue to provide 2nd and 3rd grade “Look and Learn” sessions, school-based PLCs, and school-specific professional learning throughout the school year.

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

Over the past several years, personnel representing the Department of Teaching and Learning and several of our school sites have participated in the FDOE Literacy Practice Profile Element sessions. Most recently, four district-based literacy coaches and the Director of Teaching and Learning attended the Practice Profile Train-the-Trainer sessions. We attended sessions led by the State Regional Literacy Director team. This team continues to work directly with the Director of Strategic Initiatives to provide professional learning, monitor leader use, and revise specific elements of the PCSD Trend Walk Tool. In May 2026, the team used multiple points of feedback, previous Trend Walk findings and notes, and evidence-based sources to revise the Instruction indicator 2C and add a new indicator 2D. These indicators focus on questioning paired with student talk, academic language, and academic discourse.

During the 26-27 school year, the Department of Teaching and Learning will continue providing focused professional learning on the revised 2C and newly created 2D, as well as the Corrective Feedback element. Through the PCSD District-wide Learning Communities, teachers will create “Looks like/Sounds like” charts for these specific elements. During these sessions, teachers will also have opportunities to observe instruction using the PCSD Trend Walk Tool elements and work collaboratively to draft the explicit instruction, team task/partner practice, and scaffolding portions of the collaborative lesson plans for ELA. Look and Learn demonstration classrooms will be identified and developed 2C and 2D, as well as corrective Feedback, so that educators and supporters may see the indicators in action with our students. District directors, administrators, and instructional supporters use the PCSD Trend Walk Tool to monitor implementation of the CERP, B.E.S.T. Standards implementation, and high-effect size practices. This tool provides an incredible data source for determining trending professional learning and support needs. In addition to the PCSD Trend Walk Tool walks, principals and other site leaders also use the instructional review process, informal and formal observation data, PLC conversations and documentation, and the work of the Literacy Leadership Teams to monitor and/or support the work of literacy.

District led Trend Walks typically occur once per semester. School led Trend Walks typically occur once per quarter, but these vary by campus and are driven by data and priority needs. Look and Learns (using the

PCSD Trend Walk Tool frequency varies by campus and is driven by both trending and individual teacher needs.

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

In addition to the frequent data analysis that occurs during school-based PLCs, principals also schedule and collaboratively facilitate Literacy Leadership Team (LLT) meetings with district and school-based literacy coaches before each district data con to review, discuss, and reflect upon collected data. At a minimum, school-based Literacy Leadership Team meetings must occur at least once before each district-facilitated Data Con. Additional LLT meetings are strongly encouraged. During these sessions, a combination of Trend Walk data and STAR, FAST, and District Benchmark Assessments (DBAs) should be considered and utilized.

Principals will also use the school-based PLC structure and School Improvement Plan to promote the monitoring and utilization of assessment data, including formative and summative data.

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

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

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

☐ Yes

☐ No

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

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

In 2020, we updated our literacy coach job descriptions to be in alignment with the JRF coaching model. These job descriptions are clearly communicated with administrators. Coaches also log all support in the Kickup Professional Growth System. This system requires coaches to include pertinent information for all coaching cycles - teacher, grade level, school, content area, FEAPs, and notes about the goal and action steps. This data is used quarterly for reflection and goal setting. We also use Learning Forward's Impact Charting activity to continuously reflect on the time, types of supports, and individuals being supported.

Each summer, we host the PCSD Administrator Summer Learning Conference on our campus. For the past several years, we have used a breakout session, "Creating and strengthening a school-wide culture for student-centered support", to introduce and review the literacy coaches' responsibilities and the structures and norms that promote continuous growth and improvement. We also use that breakout to introduce, review, and explore the structures and ways of work that promote and reinforce a culture of Coaching. Coach/Principal communication agreements are also discussed.

On going feedback and information regarding literacy coaches and their responsibilities is shared as necessary at the monthly Admin Meetings and/or Data Cons.

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

PCSD provides a district-wide learning community for all school-based and district coaches. This community meets a minimum of quarterly and engages in a variety of professional learning activities together - professional readings, coaching walks using the PCSD Trend Walk Tool data reflection conversations,

Coaching Cycle feedback sessions, etc. During the 24-25 school year, “Student-centered Coaching” by Sweeney was introduced. As we work to refine and continue deepening our understanding and implementation of student-centered coaching, we will be engaging with Sweeney’s “Student-centered Coaching: The Moves” during the 26-27 school year. We will also be integrating the Cognitive Learning Theory from the FDOE Commissioner’s Leadership Academy in our coaching communities this year.

PCSD’s Department of Teaching and Learning coaches also participate in the quality professional learning offered by our state regional literacy director, Just Read Florida, and the Florida Center for Reading Research. Chris Chaplin, Putnam’s designated SRLD, has also joined our team in the planning of our grade level specific professional learning and provided helpful and actionable feedback following some of our sessions.

All of our district literacy coaches, along with several school-based literacy coaches, completed the FCRR Literacy Coach Endorsement program during the 25-26 school year. One district literacy coach has also completed the Train-the-Trainer program for the Lastinger Coaching Endorsement. This will allow the district to offer Putnam-facilitated Lastinger Coaching Endorsement series opportunities in the future.

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

Putnam’s district literacy coaches provide prioritized based on data and provide intentional support through three primary modes of support:

1. Professional learning facilitation and coordinating Bridge to Practice (implementation support) feedback and support - District-wide, grade level specific support
2. Professional Learning Community (PLC) facilitation - School-specific and grade-specific support and district-wide support
3. Coaching cycles - Individualized support

In addition, district literacy coaches also facilitate demonstration lessons in classrooms and coordinate “Look and Learns” with teacher leaders (of model classrooms) and their colleagues.

District PLC documentation helps guide and encourage high-impact activities. In order to earn inservice credits for PLCs, teams must engage alongside district and school-based coaches for data analysis, focused standards-based planning, mini professional learning, and professional study. These guiding documents require teams to set SMART goals for each semester, as well as reflect upon the collaborative work and learning and its impact on student learning outcomes and/or student learning behaviors.

In addition, district coaches engage in the PCSD Trend Walk process alongside school and district leaders throughout the year. Coaches are able to build and deepen their understanding of high impact practices and collaborate directly with leaders regarding trending needs and next steps.

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

Coaches share updated calendars for support at the beginning of each month with the Director of Teaching and Learning. At least quarterly, coaches participate in team data reflection meetings to discuss strengths of support, challenges, and needs.

The Director of the PCSD Department of Teaching and Learning monitors the effectiveness of the coaching model through the use of Kickup Coaching Logs and the monitoring of district and individual school grade

level progress monitoring data. Coaching Log data is visualized to be free of individual teacher names so that coaches and the director may reflect on the district and school level data to determine strengths of support, challenges, and needs. Coaches are also evaluated using the Marzano iObservation tool.

Finally, through a PCSD Coaching Learning Community, coaches work together to practice and refine coaching and facilitation skills, engage in professional readings and professional learning, and collaboratively create helpful guidance and/or tools. This safe space to learn, practice, and refine the skills associated with coaching has supported a more impactful implementation of coaching cycles.

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

As stated above, Putnam monitors and analyzes Kickup coaching logs and student learning and achievement. We also use Trend Walk data growth. In addition, we currently use the Marzano evaluation tool as a mechanism to monitor and measure the effectiveness of literacy coaches.

4) Assessment, Curriculum and Reading Instruction

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

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

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
 - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
 - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
 - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

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

In Putnam County, our core Reading and Language Arts instructional design incorporates the daily integration of student reading, writing, listening, and speaking. Explicit instruction is planned and provided to promote student learning. The explicit instruction and subsequent

teaching and learning tasks are focused on a clear learning target and success criteria that is aligned to a focus B.E.S.T. benchmark or pair of stacked benchmarks. Guided practice, student teaming, and independent practice are all critical elements of our instructional sequence during Tier 1 instruction.

Putnam follows the state formula, $6 + 4 + T1 + T2 + T3$, which includes the following:

Six components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Four types of classroom assessments: screening, progress monitoring/formative assessment, 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, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning* as defined in 34 C.F.R. 200.2(b)(2)(ii).

Immediate intervention (Tier 2): is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, *small group teacher-led instruction matched to student need*, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive feedback; *and occurs in addition to core instruction.*

Immediate intensive intervention (Tier 3): is provided to students identified as having a substantial deficiency in reading; is standards-aligned; includes accommodations for students with a disability, students with an IEP, and students who are English language learners; provides explicit, systematic, individualized instruction based on student need, *one-on-one or very small group instruction with more guided practice*, immediate corrective feedback, and frequent progress monitoring; *and occurs in addition to core instruction and Tier 2 interventions.* In accordance with Section 1008.25(4)(c), F.S., students identified with a substantial reading deficiency must be covered by a federally required student plan, such as an IEP or an individualized progress monitoring plan, and receive intensive interventions from teachers who are **certified or endorsed in reading**. All students need opportunities to engage in integrated, interdisciplinary instruction with complex tasks that challenge them to apply foundational skills towards high-level thinking as they relate to complex texts.

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

Pre-K administers the FAST Assessment (STAR Early Literacy) for progress monitoring. The assessment is taken three times per year and the PreK teachers use it to progress monitor and identify students in need of additional support. The teachers also use monthly assessments (letter naming/recognition, number recognition, making sets, etc) to monitor students' progress.

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

All Pre-K teachers meet daily with small groups to support the needs of all the learners.. PCSD's Pre-K uses the Florida Early Learning and Developmental Standards to guide learning in the classroom. The Tier 1 curriculum is FrogStreet PreK 2020. This is an all inclusive

curriculum that supports all the domains of our Early Learning Standards. Heggerty Phonological Awareness Curriculum is used to supplement the FrogStreet Curriculum.

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

PCSD VPK educators and paraprofessionals provide small group and explicit instruction paired with Heggerty Phonological Awareness to provide additional time and intensity of instruction for those requiring phonemic awareness interventions. For other foundational skill deficits, VPK students may also receive the following interventions: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) Letter Naming.

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

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

The Decision Trees must contain the following information:

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

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

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

Grades VPK-6

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	☒ VPK ☐ Grade K ☐ Grade 1	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Summative	☐ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6	☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Summative	☐ 3 x Year

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

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
i-Ready Inform (Formerly the i-Ready Diagnostic)	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
i-Ready Dyslexia Screener	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually: ☐ As Needed Only administered to students who demonstrate the characteristics of Dyslexia as evidenced in the i-Ready Dyslexia Report. ☐ Other
i-Ready Standards Mastery	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other - See guidance outlined in 3rd Grade YAAG documents.
Benchmark Advance Unit Assessments (Adapted)	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 5 ☐ Grade 6 ☐ All Students ☐ Select Students			☐ Other - At the conclusion of each unit of instruction.
Open Court Foundational Skills Assessments	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other - At the conclusion of each unit of instruction.
B.E.S.T. Oral Communication Rubric	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
	☒ Grade 6 ☐ All Students ☐ Select Students			☐ Other - Per SIPPS program guidance for students receiving SIPPS intervention
Imagine Learning Language and Literacy: Benchmark Assessment	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other - Beginning and End of Year

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

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

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

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

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

- For grade 3, the student scores:
 - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - Level 1 on the statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

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

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

A variety of data points, teacher input, and a collaborative team that may include the child's family are used for this process. The area of deficiency and action steps needed to be taken to support the student are then discussed. The team meets again in order to discuss the progress of performance of the student.

In K-3rd grade, students who score a Level 1 or Level 2 on the appropriate FAST Assessment for ELA and may not have demonstrated consistent mastery or near mastery performance on Open Court Foundational Skills unit assessments, weekly Benchmark Advance assessments, and/or District Benchmark Assessments.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-6 students in need of Tier 2/Tier 3 interventions.

A variety of data points, teacher input, and a collaborative team that may include the child's family are used for this process. The area of deficiency and action steps needed to be taken to support the student are then discussed. The team meets again in order to discuss the progress of performance of the student.

In 4th grade, students who score a Level 1 or Level 2 on the appropriate FAST Assessment for ELA and may not have consistently scored at or above 60-70% on the Benchmark Advance unit assessments.

In 5th grade, students who earn a scale score below 199 on the appropriate FAST Assessment for ELA and may not have consistently scored at or above 60-70% on the Benchmark Advance unit assessments.

In 6th grade, students who earn a scale score below 206 on the appropriate FAST Assessment for ELA and may not have consistently scored at or above 60-70% on the Benchmark Advance unit assessments.

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

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

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

Putnam uses FAST Assessment data from PM3 from the prior year or PM1 from the current year to determine individual student intervention needs and placements. Students in need of tier 3 reading intervention support begin receiving tier 2 and/or tier 3 reading interventions at the beginning of the school year. All of our foundational skills interventions have a promising, moderate, or strong evidence-base or are used in conjunction with promising, moderate, or strong evidence-based instructional practices for intervention. All of PCSDs approved foundational skills interventions also include a multisensory component.

Following the assessment window for the i-Ready Inform 2 (which occurs in November), an additional Dyslexia screener is administered to K-3rd grade students who appear on Curriculum Associate's "Dyslexia Screener Export Report". This screener is used to further identify students who may not have demonstrated a need for tier 3 supports based on PM3 of the prior year or PM1 of the current year. Along with the required notification of a substantial reading deficiency, at this time families also receive additional helpful Curriculum Associates' reports.

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

Upon receiving the Dyslexia Screener Export report, school-based coaches and/or MTSS coordinators and/or testing coordinators will administer the i-Ready Dyslexia Screener to further assess whether the student exhibits the characteristics of Dyslexia. Identified K-3rd grade students will be screened individually and face-to-face for the characteristics of Dyslexia within 30 school days of the close of i-Ready Inform 2. If this preliminary report indicates a student demonstrates the characteristics of Dyslexia and is characterized as "at risk" in the score reporting, the student's parents/guardians will be notified and the student will begin receiving appropriate tier 3 intervention(s). If the student is already receiving a tier 3 intervention, progress will be monitored and analyzed to determine if there is a more appropriate intervention that should be implemented or if the intervention is successful and the student should remain in the current intervention.

4. For grades K-6, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1, Tier 2, and Tier 3 instruction?

Data identification for effective tiered instruction is based on whether students are making progress or demonstrating mastery on District Benchmark Assessments. Growth trends are evident with each FAST assessment administration. Additional data points are also collected through PCSD Trend Walk data that shows most Literacy Practice Profile elements are trending at Approaching, Meeting, or Exceeding.

Literacy Coaches and teachers attend collaborative team meetings or PLCs regularly to improve the effectiveness of tier 1 instruction. Literacy Leadership Teams meet regularly to problem-solve any tier 1 data trends that may be showing lack of growth or proficiency in grade-level benchmarks. In addition, Literacy Coaches implement coaching cycles to identify needs and strengthen teachers' instructional practices. Teachers regularly utilize formative and summative data to drive differentiated tier 1 instruction.

While PLCs for ELA with district-coach facilitation occur about once per month on school campuses, this does vary by school and based on data. During these PLCs, teachers, coaches, and leaders analyze both informal and short-cycle data (exit tickets, spelling and dictation responses, weekly and unit assessment scores and the FAST PM data (if applicable and recently administered). During this data analysis, trends are analyzed. Students scoring below 70% accuracy on a given formative assessment are discussed. When analyzing FAST PM data trends are analyzed, including progress toward learning gains and proficiency.

Putnam follows the 4-step problem solving process:

1) defining what students should know and be able to do (including comparisons of expected and current levels of performance), 2) identifying possible reasons why students are not meeting expectations, 3) developing and implementing a plan based on evidence-based strategies to address reasons why students are not meeting and 4) evaluating the effectiveness of the plan (or student response to instruction/intervention). This problem-solving process is also used to address systemic barriers to school and district wide implementation of the practices associated with an effective MTSS.

It's important to note that Literacy Leadership Teams are in place on all campuses to support, monitor, and/or encourage the campus-wide implementation of high-leverage practices, high-quality instructional materials, and evidence intervention implementation during literacy instruction. District literacy coaches are also assigned to all secondary campuses to provide instructional coaching, curriculum support, and pedagogical professional learning for both core and intervention teachers.

Grades K-6 Decision Tree

Elementary schools (K-6) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. Because the block must be uninterrupted, students must not be pulled out for any other services during this time.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

The student is NOT retained in the current grade AND:

Kindergarten:

The student scored a level 3 or above on the previous year's pre-k PM3 or the current year's PM1 of the FAST Assessment. The student may also consistently score *at or near* mastery on Open Court Foundational Skills Kits unit assessments and 70% or higher on Benchmark Advance unit assessments.

1st Grade:

The student scored a level 3 or above on the previous year's PM3 of the FAST Assessment or the current year's PM1 of the FAST Assessment. The student may also consistently score *at or near* mastery on Open Court Foundational Skills Kits unit assessments and 70% or higher on Benchmark Advance unit assessments.

2nd Grade:

The student scored a level 3 or above on the previous year's PM3 of the FAST Assessment or the current year's PM1 of the FAST Assessment. The student may also consistently score *at or near* mastery on Open Court Foundational Skills Kits unit assessments and 70% or higher on Benchmark Advance unit assessments.

3rd Grade:

The student scored a level 3 or above on the previous year's PM3 of the FAST Assessment or the current year's PM1 of the FAST Assessment. The student may also consistently score a 70% or above on District Benchmark Assessments for ELA.

4th Grade:

The student scored a level 3 or above on the previous year's PM3 of the FAST Assessment or the current year's PM1 on the FAST Assessment. The student may also consistently score a 70% or above on District Benchmark Assessments for ELA.

5th Grade:

The student earned a scale score of 200 or above on the previous year's PM3 of the FAST Assessment or the current year's PM1 of the FAST Assessment. The student may also consistently score a 70% or above on District Benchmark Assessments for ELA.

6th Grade:

The student earned a scale score of 207 or above on the previous year's PM3 of the FAST Assessment or the current year's PM1 of the FAST Assessment The student may also consistently score a 70% or above on District Benchmark Assessments for ELA.

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

Assessment Tools: Daily formative assessments (exit tickets, etc.), Benchmark Advance Unit Assessments, Open Court Foundational Skills Kits Unit Assessments, FAST and i-Ready progress monitoring

Performance Criteria: Students demonstrate mastery on Benchmark Unit Assessments (70% or higher) and Open Court Foundational Skills Kits Unit Assessments (At or Near Mastery).

Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
<u>K-3</u> Open Court Foundational Skills Kits	2019-2020
<u>K-6</u> Benchmark Advance	2020-2021
<u>ESE ACCESS Curriculum</u> Unique Learning Systems (Supplemental core curriculum for students with disabilities requiring extensive support for Florida's alternate academic achievement standards)	2019-2020
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: In K-3 rd grades, the student may no longer be consistently scoring at a 70% or higher on Benchmark Advance unit assessments or at or near mastery on Open Court Foundational Skills Kits unit assessments. The student may have also scored below grade (light or dark red) level in multiple areas of the i-Ready Inform assessment. In 4th-6th grade, the student may no longer be consistently scoring at a 70% or higher on Benchmark Advance unit assessments. The student may have also scored below grade (light or dark red) level in multiple areas of the i-Ready Inform assessment.	

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

The student is NOT retained in the current grade AND:

K-3rd Grade

The student scored a level 2 the previous year's pre-k PM3 or the current year's PM1 of the FAST Assessment. The student may also consistently score near mastery on Open Court unit assessments or below 70% on Benchmark Advance unit assessments.

4th Grade

The student scored a level 2 on the previous year's pre-k PM3 or the current year's PM1 of the FAST Assessment. The student may also consistently score below 70% on Benchmark Advance unit assessments.

5th Grade

The student scored below a 199 scale score on the FAST for ELA on the previous year's PM3 or the current year's PM1 on the FAST for ELA assessment. The student may also consistently score below 70% on Benchmark Advance unit assessments.

6th Grade

The student scored below a 206 scale score on the FAST for ELA on the previous year's PM3 or the current year's PM1 on the FAST for ELA assessment. The student may also consistently score below 70% on Benchmark Advance unit assessments.

Number of times per week interventions are provided:

Typically, Tier 2 interventions occur 3-4 days per week. The frequency of Tier 2 interventions may vary based on the evidence-based, approved reading intervention's programmatic guidance. Typically, Tier 2 interventions are 10-15 minutes in duration. Additional guidance may be outlined with more specificity in group and individual student plans.

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
VPK - 3 - ALL Small and teacher-led explicit instruction using the following: • Vocabulary and Language Project strategies (JRF and Office of Early Learning PL, 2021) Evidence-based Strategies Areas of Reading: • Oral Language	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.	The VPK-3 Oral Language and Vocabulary Project strategies do not meet strong, moderate or promising levels of evidence; however, the following What Works clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation(s): • Teach students academic language skills, including the use of inferential and narrative language, and vocabulary • Teach students to decode words, analyze

● Vocabulary		word parts, and write and recognize words. (Strong Evidence) ● Ensure that each student reads connected every day to support reading accuracy, fluency, and comprehension. (Moderate Evidence) These practices are included in the multiple strategies introduced in the Vocabulary and Language Project: dialogic reading, reciprocal teaching (clarifying focus), word part analysis strategies, talk and discussion stems, and the focus on using these strategies with connected text and repeated readings of the connected text. The district will support and monitor implementation of this program by having the school based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.
K - 3 - ALL Teacher led small groups using the following: Open Court Foundational Skills Kit Intervention Materials Areas of Reading: ● Phonological ● Awareness ● Phonics ● High-Frequency Words ● Fluency ● Comprehension	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.	Open Court Foundational Skills Kits do not meet strong, moderate or promising levels of evidence; however, the following What Works clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation(s): ● Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Minimal Evidence) ● Develop awareness of the segments of sounds in speech and how they link to letters. (Strong Evidence) ● Teach students to decode words, analyze word parts, and write and recognize words. (Strong Evidence) ● Ensure that each student reads connected every day to support reading accuracy, fluency, and comprehension. (Moderate Evidence) These practices are included in the grade level scope and sequences and the daily routines of the Open Court Foundational Skills Kits. OPCFSK Routines include the following: Phonemic Awareness Building, Sound-by-Sound Blending, Whole Word Blending, Blending Sentences, Closed Syllables, Open Syllables, Sounds-in-Sequence Dictation, Whole-Word Dictation, Sentence Dictation, Spelling and Dictation, Reading A Decodable Story,

		Fluency Building, Words with Prefixes and Suffixes, High Frequency Words, Reading Long Words, Penmanship and Handwriting, The district will support and monitor implementation of this program by having the school based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.
K - 5 - ALL Small and teacher-led groups using the following: FCRR Targeted Center Activities Areas of Reading: ● Phonological Awareness ● Phonics ● High-Frequency Words ● Vocabulary ● Fluency ● Reading Comprehension	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies	Targeted Florida Center for Reading Research Center Activities do not meet strong, moderate or promising levels of evidence; however, the following What Works clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade and What Works clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9. Recommendation(s): ● Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Minimal Evidence) ● Develop awareness of the segments of sounds in speech and how they link to letters. (Strong Evidence) ● Teach students to decode words, analyze word parts, and write and recognize words. (Strong Evidence) ● Ensure that each student reads connected every day to support reading accuracy, fluency, and comprehension. (Moderate Evidence) ● Builds students' decoding skills so they can read complex multisyllabic words. (Strong Evidence) Provides purposeful fluency-building activities to help students read effortlessly. (Strong Evidence) ● Routinely use a set of comprehension-building practices to help students make sense of the text. (Strong Evidence) ● Provide students with opportunities to practice making sense of stretch text that will expose them to complex ideas and information. (Moderate Evidence) The district will support and monitor implementation of this program by having the school based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks.

K - 6 - ALL Small and teacher-led groups using the following: Benchmark Advance Comprehension Intervention Lessons Areas of Reading: ● Oral Language ● Vocabulary ● Reading Comprehension ● Fluency	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies	Benchmark Advance Comprehension Intervention Lessons do not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9. Recommendation(s): ● Build students' decoding skills so they can read complex multisyllabic words. (Strong Evidence) ● Provide purposeful fluency-building activities to help students read effortlessly. (Strong Evidence) ● Routinely use a set of comprehension-building practice to help students make sense of the text. (Strong Evidence) ● Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information. (Moderate Evidence) The district will support and monitor implementation of this program by having the school based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded. The district also supports the use of these materials through designated PCSD Learning Communities and MTSS/Intervention professional learning sessions.
K - 6 - ALL i-Ready Individualized Path Lessons with small and teacher led groups Areas of Reading: ● Phonological Awareness ● Phonics ● High-Frequency Words ● Vocabulary ● Comprehension	Promising	
3 - 6 - ALL Small and teacher led groups using the following: Benchmark ACT - Accessing Complex Texts Areas of Reading: ● Vocabulary ● Reading Comprehension ● Fluency	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.	Benchmark ACT - Accessing Complex Texts, does not meet strong, moderate or promising levels of evidence; however, the following What Works clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s): ● Provide direct and explicit comprehension strategy instruction. (Strong Evidence)

		● Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence) ● Increase student motivation and engagement in literacy learning. (Moderate Evidence) These practices are embedded in Benchmark ACT's routines of repeated reading with deepening focus, leveled questioning, collaborative discussions, and comprehension checks. The district will support and monitor implementation of this program by PCSD Trend Walks and by having the school based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks. The district also supports the use of these materials through designated PCSD Learning Communities and MTSS/Intervention professional learning sessions.
K-5 - Virtual School Lexia Core5 with small and teacher lead virtual and face-to-face groups Areas of Reading: ● Phonological Awareness ● Phonics ● High-Frequency Words ● Vocabulary ● Fluency Reading Comprehension	Promising	
6th - Virtual School Lexia Power Up Literacy with small and teacher lead virtual and face-to-face groups Areas of Reading: ● Phonological Awareness ● Phonics ● High-Frequency Words ● Vocabulary ● Fluency ● Reading Comprehension	Promising	
K - 6 - English Language Learners Benchmark Advance Integrated iELD Strategies	No available ESSA evidence for specific program; see next	Benchmark Advance Integrated iELD Strategies do not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide

Areas of Reading: ● Oral Language ● Vocabulary ● Reading Comprehension		Recommendation(s) support the program: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. Recommendation(s): ● Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. (Strong Evidence) ● Provide regular, structured opportunities to develop written language skills. (Minimal Evidence) ● Provide small-group instructional intervention to students struggling in areas of literacy and English language development. (Moderate Evidence) These practices are embedded in the consistent strategies and routines presented in the iELD portions of Benchmark Advance. These include things like multisensory strategies (kinesthetic motions, multimedia presentations, visual representations, etc.) connected to vocabulary words, additional relevant practice with unit vocabulary words in context, multiple reads of texts, student discussion, student writing, student projects, the use of discussion starters and sentence frames for communication. The district will support and monitor implementation of this program by having the school based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning. The district also supports the use of these materials through designated PCSD Learning Communities and MTSS/Intervention professional learning sessions.
K - 6 - English Language Learners (See Notes) Imagine Language & Literacy with teacher led small group instruction Areas of Reading: ● Vocabulary ● Comprehension ● Oral Language ● Phonemic Awareness ● Phonics ● Fluency	Promising	Only T2 or T3 students who scored an overall composite score of 0-2.5 on the WIDA ACCESS Assessment should receive this intervention. Students receiving this specific intervention will continue with this specific intervention until the student earns a 2.6 or higher on the WIDA ACCESS OR other data suggests the student is improving and ready for a change of intervention. T2= 40 minutes per week/20 minutes 2x's per week The district will support and monitor implementation of this program by having the

		school based coach, lead interventionist, ESOL contact, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks.
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. <u>K-3, Phonemic Awareness, Phonics, HFW: Open Court Foundational Skills Kit</u> Intensive Multisensory Instruction for Open Court: ● Visual aids that enhance the phonological/phonemic awareness instruction ● Manipulation of letter cards when decoding and encoding words ● Songs and video presentations of letters, letter sounds and letter formation ● ELL photo cards ● Sound cards, sound spelling cards and kinesthetic sound spelling card actions ● High Frequency word cards ● Word building letter cards ● Letter cubes ● Wipe off boards ● Magnetic letters		
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: In K-3rd grades, the student may consistently score below 60% on Benchmark Advance unit assessments or <i>below or significantly below</i> mastery on Open Court Foundational Skills Kits unit assessments. The student may have also scored significantly below grade level (dark red) overall on the i-Ready Inform assessment. In 4th-6th grade, the student may consistently score below 60% on Benchmark Advance unit assessments. The student may have also scored significantly below grade level (dark red) overall on the i-Ready Inform assessment.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year or have been retained in the current grade level: <u>K-3rd Grade</u> The student scored a level 1 on the previous year's pre-k PM3 or the current year's PM1 of the FAST Assessment. The student may also consistently score below or significantly below mastery on Open Court unit assessments or below 60% on Benchmark Advance unit assessments. <u>4th Grade</u> The student scored a level 1 on the previous year's pre-k PM3 or the current year's PM1 of the FAST Assessment. The student may also consistently score below 60% on Benchmark Advance unit assessments. <u>5th Grade</u>		

The student scored below a 191 scale score on the FAST for ELA on the previous year's PM3 or the current year's PM1 on the FAST for ELA assessment. The student may also consistently score below 60% on Benchmark Advance unit assessments.

6th Grade

The student scored below a 200 scale score on the FAST for ELA on the previous year's PM3 or the current year's PM1 on the FAST for ELA assessment. The student may also consistently score below 60% on Benchmark Advance unit assessments.

Number of times per week interventions are provided:

Tier 3 interventions typically occur 4-5 days per week and 20-30 minutes per day. The frequency of Tier 3 interventions may vary based on the evidence-based, approved reading intervention's programmatic guidance. Additional guidance may be outlined with more specificity in group and individual student plans.

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
K - 3 - ALL Teacher led small groups using the following: Open Court Foundational Skills Kit Intervention Materials Areas of Reading: ● Phonological ● Awareness ● Phonics ● High-Frequency Words ● Fluency ● Comprehension	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.	Open Court Foundational Skills Kits do not meet strong, moderate or promising levels of evidence; however, the following What Works clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendation(s): ● Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. (Minimal Evidence) ● Develop awareness of the segments of sounds in speech and how they link to letters. (Strong Evidence) ● Teach students to decode words, analyze word parts, and write and recognize words. (Strong Evidence) ● Ensure that each student reads connected every day to support reading accuracy, fluency, and comprehension. (Moderate Evidence) These practices are included in the grade level scope and sequences and the daily routines of the Open Court Foundational Skills Kits. OPCFSK Routines include the following: Phonemic Awareness Building, Sound-by-Sound Blending, Whole Word Blending, Blending Sentences, Closed Syllables, Open Syllables, Sounds-in-Sequence Dictation, Whole-Word Dictation, Sentence Dictation,

		Spelling and Dictation, Reading A Decodable Story, Fluency Building, Words with Prefixes and Suffixes, High Frequency Words, Reading Long Words, Penmanship and Handwriting, The district will support and monitor implementation of this program by having the school based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning. The district also supports the use of these materials through designated PCSD Learning Communities and professional learning sessions.
K - 2 - ALL Teacher led, small groups using the following: Magnetic Reading Foundations Areas of Reading: ● Phonological Awareness ● Phonics ● High-Frequency Words ● Fluency	Moderate	
K - 6 - ALL Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (Multisensory Edition) Areas of Reading: ● Phonological Awareness ● Phonics ● High-Frequency Words ● Words ● Fluency	Moderate	
3 - 6 - ALL, English Language Learners Steps to Advance Literacy Intervention Areas of Reading: ● Oral Language ● Vocabulary ● Reading ● Comprehension ● Fluency	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.	Steps to Advance Literacy Intervention Solutions does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9. Recommendation(s): ● Build students' decoding skills so they can read complex multisyllabic words. (Strong Evidence)

		● Provide purposeful fluency-building activities to help students read effortlessly. (Strong Evidence) ● Routinely use a set of comprehension-building practice to help students make sense of the text. (Strong Evidence) ● Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information. (Moderate Evidence) These practices are embedded in the programmatic routines of Steps to Advance Literacy. These routines include: Using a below level, same topic text as an entry point and background knowledge builder for unit instruction, text annotations and text highlighting, explicit and intensive vocabulary instruction for the unit vocabulary words, sentence stems and discussion starters to encourage the application of new words in conversations and writing, reciprocal teaching strategies and roles, multisensory strategies for the practice and obtainment of new vocabulary (multimedia presentation, kinesthetic motions, visuals, etc...) The district will support and monitor implementation of this program by having the school based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning. The district also supports the use of these materials through designated PCSD Learning Communities and professional learning sessions.
3 - 6 - ALL Small and teacher led groups using the following: Benchmark ACT - Accessing Complex Texts Areas of Reading: ● Vocabulary ● Reading Comprehension ● Fluency	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.	Benchmark ACT - Accessing Complex Texts, does not meet strong, moderate or promising levels of evidence; however, the following What Works clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s): ● Provide direct and explicit comprehension strategy instruction. (Strong Evidence) ● Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence) ● Increase student motivation and engagement in literacy learning. (Moderate Evidence) These practices are embedded in Benchmark ACT's routines of repeated reading with deepening focus,

		leveled questioning, collaborative discussions, and comprehension checks. The district will support and monitor implementation of this program by PCSD Trend Walks and by having the school-based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks. The district also supports the use of these materials through designated PCSD Learning Communities and MTSS/Intervention professional learning sessions.
K - 6 - ALL Small and teacher-led groups using the following: Benchmark Advance Comprehension Intervention Lessons Areas of Reading: ● Oral Language ● Vocabulary ● Reading Comprehension ● Fluency	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies	Benchmark Advance Comprehension Intervention Lessons do not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9. Recommendation(s): ● Build students' decoding skills so they can read complex multisyllabic words. (Strong Evidence) ● Provide purposeful fluency-building activities to help students read effortlessly. (Strong Evidence) ● Routinely use a set of comprehension-building practice to help students make sense of the text. (Strong Evidence) ● Provide students with opportunities to practice making sense of stretch text (i.e. challenging text) that will expose them to complex ideas and information. (Moderate Evidence) The district will support and monitor implementation of this program by having the school based coach, lead interventionist, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded. The district also supports the use of these materials through designated PCSD Learning Communities and MTSS/Intervention professional learning sessions.
K - 6 - English Language Learners (See Notes) Imagine Language & Literacy with teacher led small group instruction Areas of Reading: ● Vocabulary ● Comprehension ● Oral Language ● Phonemic Awareness	Promising	Only T2 or T3 students who scored an overall composite score of 0-2.5 on the WIDA ACCESS Assessment should receive this intervention. Students receiving this specific intervention will continue with this specific intervention until the student earns a 2.6 or higher on the WIDA ACCESS OR other data suggests the student is improving and ready for a change of intervention. T3= 60 minutes per week/20 minutes 3x's per week

● Phonics ● Fluency		The district will support and monitor implementation of this program by having the school based coach, lead interventionist, ESOL contact, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks. Professional learning will be provided by the district ELL coordinator.
K-5 - Virtual School Lexia Core5 with small and teacher lead virtual and face-to-face groups Areas of Reading: ● Phonological Awareness ● Phonics ● High-Frequency Words ● Vocabulary ● Fluency ● Reading Comprehension	Promising	
6th - Virtual School Lexia Power Up Literacy with small and teacher lead virtual and face-to-face groups Areas of Reading: ● Phonological Awareness ● Phonics ● High-Frequency Words ● Vocabulary ● Fluency ● Reading Comprehension	Promising	
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided. <u>K-3, Phonemic Awareness, Phonics, HFW: Open Court Foundational Skills Kit</u> Intensive Multisensory Instruction for Open Court: ● Visual aids that enhance the phonological/phonemic awareness instruction ● Manipulation of letter cards when decoding and encoding words ● Songs and video presentations of letters, letter sounds and letter formation ● ELL photo cards ● Sound cards, sound spelling cards and kinesthetic sound spelling card actions ● High Frequency word cards		

- Word building letter cards
- Letter cubes
- Wipe off boards
- Magnetic letters

K-2, Phonemic Awareness, Phonics, HFW: Magnetic Reading Foundations

Intensive Multisensory Instruction for Magnetic Reading Foundations:

- Articulation videos
- Articulation cards
- High Frequency word cards
- Elkonin boxes
- Phoneme manipulation hand motions
- Visual counters to represent phonemes
- Sound spelling cards

K-6, Phonemic Awareness, Phonics, HFW: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)

Intensive Multisensory Instruction for SIPPS:

- Air and finger writing
- Phoneme hand motions
- Phonological awareness visual cues
- Sound, trace, write
- Spell and move
- Whisper and write

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

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

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

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

Summer Reading Camps for Retained Grade 3 Students
Tentative Schedule (pending Board approval) June 2027 - July 2027 June 1-3 (3 days, 8-2:30 p.m.) June 7-10 (4 days, 8-2:30 p.m.) June 14-17 (4 days, 8-2:30 p.m.)

June 21-24 (4 days, 8-2:30 p.m.) June 28-29 (2 days, 8-2:30 p.m.) ~17 days, 102 hours~
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): Open Court Foundational Skills Kits i-Ready Personalized Path and Teacher Assigned Path Small group explicit instruction using the i-Ready Tools for Instruction Small group explicit instruction using Benchmark Accessing Complex Text (ACT) Small group explicit instruction using Benchmark Advance Knowledge Building Library books
Alternative Assessment Used: i-Ready Inform (formerly known as the i-Ready Diagnostic)

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

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☐ Yes ☐ No
If yes, please describe the grade level(s) that will be invited to participate. Rising Pre-K to Kinder students meeting the state criteria for the Summer Bridge program will be invited to participate.

Grades 7-12

8. Grades 7-12 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☐ Select Students	☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Summative	☐ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 7-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
i-Ready Pro Inform (formerly the i-Ready Diagnostic)	☒ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year embedded as students work through the learning path ☐ Annually ☐ As Needed ☐ Other
i-Ready Pro Growth Monitoring (i-Ready 7th and 8th Intervention Monitoring)	☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly for those receiving this specific intervention (Sept.- May) ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
District Benchmark Assessments: SAVVAS, Core/GL ELA courses	☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ‘ ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other - At the mid point and at

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
				the conclusion of each nine weeks
Khan Academy: Course Challenge for Grade-level Grammar Courses, Grade-level Reading and Vocabulary Courses, Getting Reading for SAT Course, & SAT Reading and Writing Course	☐ Grade 7 ☐ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students - students enrolled in intensive reading courses	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other - at the start of use of the specific course as needed for assigned students
B.E.S.T. Oral Communication Rubric Secondary	☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed - students in intervention ☐ Other
Imagine Learning Language and Literacy Benchmark Assessment	☒ Grade 7 ☒ Grade 8 ☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other - Beginning and End of Year for those receiving this specific support

9. Describe the district's process (e.g., MTSS) for identifying grades 7-12 students in need of Tier 2/Tier 3 interventions.

The problem-solving team uses a variety of data points, teacher input, and a collaborative team that may include the child's family are used for this process. The area of deficiency and action steps needed to be taken to support the student are then discussed. The team meets again in order to discuss the progress of performance of the student.

In 7th grade, students who score below a 209 on the on the appropriate FAST Assessment for ELA and may not have consistently scored at or above 70% on the District Benchmark Assessments.

In 8th grade, students who earn a scale score below 215 on the on the appropriate FAST Assessment for ELA and may not have consistently scored at or above 70% on the District Benchmark Assessments.

In 9th grade, students who earn a scale score below 220 on the on the appropriate FAST Assessment for ELA and may not have consistently scored at or above 70% on the District Benchmark Assessments.

In 10th grade, students who earn a scale score below 224 on the on the appropriate FAST Assessment for ELA and may not have consistently scored at or above 70% on the District Benchmark Assessments.

In the 11th and 12th grades, students who have not received a passing score on the FAST ELA graduation requirement assessment, a passing score on a concordant assessment, or received a graduation waiver will be classified as students in need of tier 3 supports until one of these criteria are met.

10. For grades 7-12, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1, Tier 2, and Tier 3 instruction?

Data identification for effective tiered instruction is based on whether students are making progress or demonstrating mastery on District Benchmark Assessments. Growth trends are evident with each FAST assessment administration. Additional data points are also collected through PCSD Trend Walk data that shows most Literacy Practice Profile elements are trending at Approaching, Meeting, or Exceeding.

Literacy Coaches and teachers attend collaborative team meetings or PLCs regularly to improve the effectiveness of tier 1 instruction. Literacy Leadership Teams meet regularly to problem-solve any tier 1 data trends that may be showing lack of growth or proficiency in grade-level benchmarks. In addition, Literacy Coaches implement coaching cycles to identify needs and strengthen teachers' instructional practices. Teachers regularly utilize formative and summative data to drive differentiated tier 1 instruction.

While PLCs for ELA with district-coach facilitation occur about once per month on school campuses, this does vary by school and based on data. During these PLCs, teachers, coaches, and leaders analyze both informal and short-cycle data (exit tickets, spelling and dictation responses, weekly and unit assessment scores and the FAST PM data (if applicable and recently administered). During this data analysis, trends are analyzed. Students scoring below 70% accuracy on a given formative assessment are discussed. When analyzing FAST PM data trends are analyzed, including progress toward learning gains and proficiency.

Putnam follows the 4-step problem solving process:

1) defining what students should know and be able to do (including comparisons of expected and current levels of performance), 2) identifying possible reasons why students are not meeting expectations, 3) developing and implementing a plan based on evidence-based strategies to address reasons why students are not meeting and 4) evaluating the effectiveness of the plan (or student response to instruction/intervention). This problem-solving process is also used to address systemic barriers to school and district wide implementation of the practices associated with an effective MTSS.

It's important to note that Literacy Leadership Teams are in place on all campuses to support, monitor, and/or encourage the campus-wide implementation of high-leverage practices, high-quality instructional materials, and evidence intervention implementation during literacy instruction. District literacy coaches are also assigned to all secondary campuses to provide instructional coaching, curriculum support, and pedagogical professional learning for both core and intervention teachers.

Grades 7-12 Decision Tree

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

The student is NOT retained in the current grade AND:

7th Grade:

Students earned a scale score of 209 or above on the previous year's FAST Assessment for ELA or the current year's PM1 of the FAST Assessment for ELA. The student may also consistently score 70% or higher on District Benchmark Assessments.

8th Grade:

Students earned a scale score of 215 above on the previous year's FAST Assessment for ELA or the current year's PM1 of the FAST Assessment for ELA. The student may also consistently score 70% or higher on District Benchmark Assessments.

9th Grade:

Students earned a scale score of 220 or above on the previous year's FAST Assessment for ELA or the current year's PM1 of the FAST Assessment for ELA. The student may also consistently score 70% or higher on District Benchmark Assessments.

10th Grade:

Students earned a scale score of 224 or above on the previous year's FAST Assessment for ELA or the current year's PM1 of the FAST Assessment for ELA. The student may also consistently score 70% or higher on District Benchmark Assessments.

11th - 12th Grade:

Students have met the ELA graduation assessment requirement and demonstrated satisfactory performance in the previous ELA course as evidenced by their performance on the District Benchmark Assessments.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

Students are making progress or demonstrating mastery on District Benchmark Assessments. Growth trends are evident with each FAST assessment administration. PCSD Trend Walk data shows most Literacy Practice Profile elements are trending at Approaching, Meeting, or Exceeding.

Assessment Tools: Daily formative assessments (exit tickets, etc.), District Benchmark Assessments, FAST and i-Ready progress monitoring

Performance Criteria: Students demonstrate mastery on District Benchmark Assessments (70% or higher). Students earn a level 3 on FAST or are making progress toward a learning gain.

Core Instruction

Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
SAVVAS: My Perspectives	2020-2021
Unique Learning Systems (Supplemental core curriculum for students with disabilities requiring extensive support for Florida's alternate academic achievement standards)	2019-2020

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

For 7th graders, the student's FAST Assessment for ELA PM2 shows a drop in scale score below a 209 or shows little to no growth from PM1 to PM2. The student may no longer be consistently scoring at a 70% or higher on District Benchmark Assessments for ELA.

For 8th graders, the student's FAST Assessment for ELA PM2 shows a drop in scale score below a 215 or shows little to no growth from PM1 to PM2. The student may no longer be consistently scoring at a 70% or higher on District Benchmark Assessments for ELA.

For 9th graders, the student's FAST Assessment for ELA PM2 shows a drop in scale score below a 220 or shows little to no growth from PM1 to PM2. The student may no longer be consistently scoring at a 70% or higher on District Benchmark Assessments for ELA.

For 10th graders, the student's FAST Assessment for ELA PM2 shows a drop in scale score below a 224 or shows little to no growth from PM1 to PM2. The student may no longer be consistently scoring at a 70% or higher on District Benchmark Assessments for ELA.

For 11th and 12th grade, **students have not met the ELA graduation assessment requirement** and are not currently eligible for a waiver.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

7th Grade:

Students earned a scale score below a 209 on the FAST for ELA on the previous year's PM3 or the current year's PM1 and may not have consistently scored a 70% or higher of District Benchmark Assessments.

8th Grade:

Students earned a scale score below a 215 on the FAST for ELA on the previous year's PM3 and may not have consistently scored a 70% or higher of District Benchmark Assessments.

9th Grade:

Students earned a scale score below a 220 on the FAST for ELA on the previous year's PM3 and may not have consistently scored a 70% or higher of District Benchmark Assessments.

10th Grade:

Students earned a scale score below a 224 on the FAST for ELA on the previous year's PM3 and may not have consistently scored a 70% or higher of District Benchmark Assessments.

11th - 12th Grade:

Students have not met the ELA graduation assessment requirement and the student is not currently eligible for a waiver.

Number of times per week interventions are provided:

Typically, secondary Tier 2 interventions occur 3-4 days per week for 10-15 minutes. Frequency of programmatic Tier 2 interventions may be based on program guidance. Additional guidance may be outlined with more specificity in group and individual student plans.

Course(s) where interventions take place:

M/J Intensive Reading 2 & 3, Intensive Reading 1-4

Supplemental Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Grades i-Ready Personalized Instructional Path with small group, teacher led instruction using Tools for Instruction Areas of Reading: ● Phonological Awareness ● Phonics ● Fluency ● Comprehension ● Vocabulary	Moderate	
Grades 9 - 12 - ALL Small, teacher led groups that use the following: Khan Academy ● Grammar Courses ● Reading and Vocabulary Courses ● SAT Reading and Writing Areas of Reading: ● Communication ● Comprehension ● Vocabulary	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.	Khan Academy does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices Recommendation(s): ● Provide explicit vocabulary instruction. (Strong Evidence) ● Provide direct and explicit comprehension strategy instruction. (Strong Evidence) ● Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence) ● Increase student motivation and engagement in literacy learning. (Moderate Evidence) ● Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong Evidence) The district will support and monitor implementation of this program by having the school/district coach and assigned administrator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.
Grades 9 - 10 - ALL Small, teacher led groups that use the following:	No available ESSA evidence for specific program; see next	CPalms student tutorials do not meet strong, moderate or promising levels of evidence; however, the following What Works

CPALMS Student Tutorials Materials Areas of Reading: ● Communication ● Comprehension ● Vocabulary	column for evidence regarding practices and strategies.	Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices Recommendation(s): ● Provide explicit vocabulary instruction. (Strong Evidence) ● Provide direct and explicit comprehension strategy instruction. (Strong Evidence) ● Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence) ● Increase student motivation and engagement in literacy learning. (Moderate Evidence) ● Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong Evidence) The district will support and monitor implementation of this program by having the school/district coach and assigned administrator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.
Grades 7 - 12 - Virtual Lexia Power Up Literacy Areas of Reading: ● Phonemic Awareness ● Phonics ● Fluence ● Comprehension ● Vocabulary	Promising	
K - 6 - English Language Learners (See Notes) Imagine Language & Literacy with teacher led small group instruction Areas of Reading: ● Vocabulary ● Comprehension ● Oral Language ● Phonemic Awareness ● Phonics Fluency	Promising	Only T2 or T3 students who scored an overall composite score of 0-2.5 on the WIDA ACCESS Assessment should receive this intervention. Students receiving this specific intervention will continue with this specific intervention until the student earns a 2.6 or higher on the WIDA ACCESS OR other data suggests the student is improving and ready for a change of intervention. T3= 60 minutes per week/20 minutes 3x's per week The district will support and monitor

		implementation of this program by having the school based coach, lead interventionist, ESOL contact, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks. Professional learning will be provided by the district ELL coordinator.
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: For 7th graders, the student's FAST Assessment for ELA PM2 shows a drop in scale score below a 200 or shows little to no growth from PM1 to PM2. The student may be consistently scoring at or below 60% on District Benchmark Assessments. For 8th graders, the student's FAST Assessment for ELA PM2 shows a drop in scale score below a 204 or shows little to no growth from PM1 to PM2. The student may be consistently scoring at or below 60% on District Benchmark Assessments. For 9th graders, the student's FAST Assessment for ELA PM2 shows a drop in scale score below a 209 or shows little to no growth from PM1 to PM2. The student may be consistently scoring at or below 60% on District Benchmark Assessments. For 10th graders, the student's FAST Assessment for ELA PM2 shows a drop in scale score below a 214 or shows little to no growth from PM1 to PM2. The student may be consistently scoring at or below 60% on District Benchmark Assessments. For 11th and 12th grade, students have not met the ELA graduation assessment requirement and are not currently eligible for a waiver.		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) <u>7th Grade:</u> Student earned a scale score below a 200 on the FAST ELA assessment and may be consistently scoring below 60% on District Benchmark Assessments. <u>8th Grade:</u> Student earned a scale score below a 204 on the FAST ELA assessment and may be consistently scoring below 60% on District Benchmark Assessments. <u>9th Grade:</u> Students earned a scale score below a 209 on the FAST ELA assessment and may be consistently scoring below 60% on District Benchmark Assessments. <u>10th Grade:</u> Students earned a scale score below a 214 on the FAST ELA assessment and may be consistently scoring below 60% on District Benchmark Assessments.		

11th - 12th Grade:

Students have not met the ELA graduation assessment requirement and the student is not currently eligible for a waiver.

Number of times per week interventions are provided:

Tier 3 interventions typically occur 4-5 days per week and 20-30 minutes per session. Frequency of programmatic Tier 3 interventions may be based on program guidance. Additional guidance may be outlined with more specificity in group and individual student plans.

Course(s) where interventions take place:

M/J Intensive Reading 2 & 3, Intensive Reading 1-4

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Grades 7 - 8 i-Ready Personalized Instructional Path with small group, teacher led lessons using Tools for Instruction Areas of Reading: ● Phonemic Awareness ● Phonics ● Comprehension ● Fluency ● Vocabulary	Moderate	
Grades 7 - 12 Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) with explicit multisensory component added Areas of Reading: ● Phonemic Awareness ● Phonics ● Fluency	Moderate	
Grades 7 - 12 Small group and teacher led lessons using the following: SAVVAS: ● Unit Resources	No available ESSA evidence for specific program; see next column for evidence	SAVVAS Unit Resources do not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program:

● ACT Resources Areas of Reading: ● Comprehension ● Vocabulary	regarding practices and strategies.	Improving Adolescent Literacy: Effective Classroom and Intervention Practices. Recommendation(s): ● Provide explicit vocabulary instruction. (Strong Evidence) ● Provide direct and explicit comprehension strategy instruction. (Strong Evidence) ● Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence) ● Increase student motivation and engagement in literacy learning. (Moderate Evidence) ● Make available intensive and individualized interventions for 37 struggling readers that can be provided by trained specialists. (Strong Evidence) The district will support and monitor implementation of this program by having the school/district coach and assigned administrator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.
Grades 9 - 12 - ALL Teacher led, small group lessons using the following: Khan Academy ● Grammar Courses ● Reading and Vocabulary Courses ● SAT Reading and Writing Areas of Reading: ● Communication ● Comprehension ● Vocabulary	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.	Khan Academy does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices Recommendation(s): ● Provide explicit vocabulary instruction. (Strong evidence) ● Provide direct and explicit comprehension strategy instruction. (Strong Evidence) ● Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence) ● Increase student motivation and engagement in literacy learning. (Moderate Evidence) ● Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong Evidence) The district will support and monitor implementation of this program by having the

		school/district coach and assigned administrator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.
Grades 9 - 10 - ALL Small group and teacher led lessons using the following: CPALM Student Tutorial Resources Areas of Reading: ● Communication ● Comprehension ● Vocabulary	No available ESSA evidence for specific program; see next column for evidence regarding practices and strategies.	CPalms student tutorials do not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Improving Adolescent Literacy: Effective Classroom and Intervention Practices Recommendation(s): ● Provide explicit vocabulary instruction. (Strong Evidence) ● Provide direct and explicit comprehension strategy instruction. (Strong Evidence) ● Provide opportunities for extended discussion of text meaning and interpretation. (Moderate Evidence) ● Increase student motivation and engagement in literacy learning. (Moderate Evidence) ● Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists. (Strong Evidence) The district will support and monitor implementation of this program by having the school/district coach and assigned administrator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.
6th - Virtual School Lexia Power Up Literacy with small and teacher lead virtual and face-to-face groups Areas of Reading: ● Phonological Awareness ● Phonics ● High-Frequency Words ● Vocabulary	Promising	

● Fluency ● Reading Comprehension		
Grades 7 - 12 Imagine Language & Literacy with teacher led, small group lessons ● Areas of Reading: Vocabulary ● Comprehension ● Oral Language ● Phonemic Awareness ● Phonics ● Fluency	Promising	Only T2 or T3 students who scored an overall composite score of 0-2.5 on the WIDA ACCESS Assessment should receive this intervention. Students receiving this specific intervention will continue with this specific intervention until the student earns a 2.6 or higher on the WIDA ACCESS OR other data suggests the student is improving and ready for a change of intervention. T3= 60 minutes per week/20 minutes 3x's per week The district will support and monitor implementation of this program by having the school based coach, lead interventionist, ESOL contact, and/or MTSS coordinator monitor implementation monthly through progress monitoring checks, including district literacy coach facilitated sessions addressing specific strategies embedded in the program for professional learning.

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

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

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

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

Name of Professional Learning	Target Audience	Description
Reading Endorsement: Providers: UF Lastinger Center	Offered to all certified teachers in need of meeting this requirement	PCSD sends out consistent communication for both pathways as registration links and deadlines are shared. Information is also shared via the district website.

NEFEC's eLearning Literacy Endorsement Pathway		PCSD District-literacy coaches often support teachers working to complete the tasks and final practicum for the endorsement competencies.
Literacy Microcredentials: Emerging Literacy Elementary Literacy Secondary Literacy Provider: UF Lastinger Center	Offered to all PCSD employees in need of meeting this requirement	PCSD sends out consistent communication as registration links and deadlines are shared. Information is also shared via the district website. PCSD District-literacy coaches often support teachers working to complete the tasks and final practicum for the endorsement competencies.
Literacy Multisensory Requirement: Course Options: BEESS Reading Difficulties/Dyslexia BEESS Structured Literacy through a Multisensory Approach BEESS Differentiated Reading Instruction BEESS Exploring Structured Literacy UF Flamingo Literacy Matrix Reading Endorsement Competency 4 - Foundations and Application of Differentiated Instruction UF Flamingo Literacy Microcredentials Beacon Educator Reading Challenges 1: Dyslexia and More Beacon Educator Reading Challenges 2: Structured Literacy	Offered to all certified teachers in need of meeting this requirement	PCSD sends out consistent communication as registration links and deadlines are shared. Information is also shared via the district website.
District-wide Learning Communities (Typically, 3 times per year)	Targeted and prioritized specific grade levels and courses based on student achievement data	PCSD District-wide Learning Communities provide classroom teachers, interventionists, and MTSS Coordinators with time, space, and structures to collaborate, learn, and "try on" new learning together. Each year, specific grade levels and content areas are prioritized for this special set of learning opportunities. These powerful, action-filled learning days are built with trending data (PCSD PCSD Trend Walk Tool, DBAs, FAST, EOC, school-based PLC discussions), educator input, and administrator input. Topics and resources highlighted include the B.E.S.T. Standards, adopted curriculum, Universal Design for Learning, and high-leverage & evidence-based instructional practices. The ultimate goal of all Learning Community work is to

		grow in our collective efficacy and increase student learning outcomes. Some common structures occurring in communities include: • Instructional demonstrations by experienced literacy coaches and/or experienced teachers • Data Dives (both formal and informal data) • FDOE BEST Standards analysis and application • Curriculum navigation and support • 1-3 hours per session are typically reserved for collaborative lesson planning with literacy coach support • Educator Practice Spotlights: Educators are invited to share and demonstrate learned successful practices with the community • In targeted grade level communities, the SRLD, Chris Chaplin, also attends and provides support for the planning of the community and provides feedback
Literacy Coach Endorsement: FCRR Pathway Lastinger Center Pathway	Promoted to those supporting literacy instruction and also meet the corresponding criteria for enrollment.	During the 25-26 school year, our district and NEFEC Train-the-Trainers for the Literacy Coach Endorsement provided the year-long FCRR pathway for all district literacy coaches and select school-based literacy coaches. 13 PCSD educators added the Literacy Coach Endorsement to their certificates. We plan to continue to promote and encourage those supporting literacy to enroll in either the FCRR pathway or Lastinger Center pathway.
Science of Reading: BEES Science of Reading: An Introduction	Promoted for all those teaching, leading, or supporting literacy instruction	This introductory course provides information about the science of reading, how the reading brain develops, the importance of word recognition and language comprehension, and practical ways to incorporate the principles of the science of reading into instruction.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.		

Literacy Microcredentials: Emerging Literacy	Offered to VPK educators	PCSD sends out consistent communication as registration links and deadlines are shared. Information is also shared via the district website. PCSD District-literacy coaches often support teachers working to complete the tasks and final practicum for the endorsement competencies.
Monthly School-based PLCs facilitated by PCSDs Pre-K Coordinator	Offered to all VPK educators and supporters	The topics of these sessions are driven by data, CLASS data, and other student work samples and progress monitoring data.
VPK Regional Facilitator Trainings: “It’s okay to play in Prek” “Open-ended Questioning”	Offered to all VPK educators and supporters	These specific session topics were chosen based on last year’s CLASS data.
Differentiated Professional Learning Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data. NEFEC Rural Connect - Rural Connect is a five-year Education Innovation and Research grant awarded to NEFEC by the US Department of Education. Rural Connect is a solution for empowering rural educators as advocates in their professional learning, giving voice and choice to teachers who otherwise operate in isolation from their peers. Through a network of regional learning communities focused on integrating literacy into content area curriculum, Rural Connect provides a platform for cross-district, teacher-led learning and practice-connected support that is crucial to the growth and retention of educators in small, rural districts. The three main goals of Rural Connect are: Increase achievement and literacy engagement of high-need, rural students; Increase collective efficacy and motivation of rural teachers; and Refine an innovative, replicable model for rural professional learning, collaboration, and support. During the 26-27 school year, educators at Crescent City Junior Senior High School will participate in the grant’s grade level and content specific sessions. A large focus of this work will be literacy strategies. School-specific, individualized professional learning occurs based on LLT data, School Improvement Plan data, Trend Walk data, formative data and progress monitoring, and/or administrator requests. Schools receive differentiated learning from the PCSD Department of Teaching and Learning highly qualified, literacy coach endorsed district-based coaches for specific teachers, grade levels and/or departments.. Khan Academy - one hour virtual training sessions, designed to promote effective and efficacious use of the digital platform and subsequent tools. Sessions include targeted looks at usage and performance data that drive instructional decisions and intervention monitoring. During virtual training, teachers, coaches, and administrators engage with the program along with the facilitator. In the 25-26 academic year training priority focused on implementing the use of Khan Academy’s AI tool, Khanmigo; in the 26-27 professional learning will continue the focus on the updated, newly designed platform and Khanmigo tools. Khanmigo provides tools for both educators and students. Training in this platform spans multiple prioritized and targeted courses at the secondary level, including core ELA and intensive as well as advanced writing courses.		

- **i-Ready** - individualized i-Ready learning sessions are available on an as needed basis for 7th-8th grade intensive reading at the secondary level. At the elementary level, K-6, each school is provided with one day of professional learning based on school specific i-Ready Inform data, as well as student performance on individual personalized paths and teacher assigned lessons.
- **Highly Effective, Literacy Coach Endorsed Coaching Cycles** - District literacy coaches are prioritized to schools and grade levels based on a variety of data points, both formal and informal. These experienced educators facilitate coaching cycles, create and facilitate demonstration lessons, collaboratively plan with colleagues, disaggregate data with colleagues to inform next steps for instruction and learning, facilitate professional learning for large and small groups and individuals in a variety of formats.

Mentor Teachers

Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.

PCSD promotes a structure for observing and learning from colleagues through the “Look and Learn” process. Specific classrooms are identified for “Look and Learns” using a variety of data points. PCSD Trend Walk data, K12 LIFT data, student performance data, leader and literacy coach input, previous coaching cycle work, and more are taken into account.

During the “Look and Learn” process, the model classroom teacher receives pre-coaching to ensure the focus for the visit is aligned to the needs of the observers. During the “Look and Learn”, the observing teachers are accompanied by either the school or district-based literacy coach who ensures the observers remain focused on the intention of the visit. Following the “Look and Learn”, the school or district-based literacy coach engages the observing teacher(s) in a debrief session that includes planning for next steps and answering clarifying questions.

Professional Learning Time

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

As we continue our process of differentiating professional learning based on more specific needs during the 26-27 school year, PCSD district literacy coaches will continue to be prioritized to support PLCs and provide individualized instructional coaching at every school. The amount of time spent on each campus and the focus areas are determined by specific school data. District literacy coaches and teachers utilize the PCSD Professional Learning Communities Semester Goal Setting and Implementation Forms to capture PLC dates, team implementation goals, agendas, and reflections twice a year for teachers to submit for professional development points. These PLCs contain activities that include: lesson planning, professional study, data analysis, and mini professional learning. School and class schedules are built to include weekly time for grade levels and/or departments to collaborate and learn together through PLCs.

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

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

Name of Tutoring Program	Target Audience	Description
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RAISE high school tutoring	11-12th graders supporting K-3rd graders at RAISE schools	During the 25-26 school year, we had nine high school tutors earn the seal with additional students also participating. We will continue promoting and scheduling students for this opportunity in the coming year.
UF Tutoring Advantage Partnership Grant: Khanmigo	9-12th graders	Putnam already purchases a district licensing subscription for multiple secondary grade levels. PCSD will use the Khanmigo tool through a variety of courses including high school ELA and intensive reading.
CREW & 21st Century	Select schools and grade levels	This is a combination of grant and family funded tutoring and enrichment activities occurring on our campuses immediately following the close of the school day, Monday-Friday. The tutoring portion of the program includes homework help and a variety of other tutoring resources depending on site and student needs..
UF Tutoring Advantage Partnership Grant: Face-to-Face Tutoring	Students who were retained and evidence of a substantial reading deficiency in 3rd grades at Middleton Burney Elementary School and Browning Pearce Elementary School	This will be district provided tutoring and will include the use of the i-Ready Inform report (formerly i-Ready Diagnostic) to pinpoint and identify needs. Tutors will use the i-Ready Tools for Instruction, Reading Toolbox tools, and core curriculum tools to provide tutoring. Tutoring will occur a minimum of 3 days per week for 30 minutes in small groups of 1-3 students.

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

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

The PCSD At-home Reading Plan is provided to all parents or guardians of K-6th grade students with a substantial reading deficiency. This plan is sent home in a print version (in English or Spanish) or a digital link to the plan is shared, along with MTSS notification letters following the identification of a substantial deficiency in reading. In addition, the plan is available digitally in both English and Spanish on the PCSD website.

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

PCSD partners with the United Way and the Delores Barr Weaver Foundation to provide all elementary and middle school students with a book selection event on all campuses that provides students with high-interest books to further develop "at-home" libraries. We will continue this partnership during the 26-27 school year.

PCSD also partnered with NEFEC and the UF Lastinger Center to host New World Reading Nights on each elementary school campus during the 24-25 and 25-26 school year. These nights were designed to help get

families enrolled in the program and promote families reading together. We aim to continue this partnership during the 26-27 school year.

Each school also hosts and facilitates various additional 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 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 supercharge the work they do all year with families.

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

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

Putnam provides mentor teachers for all new hires from 0-5 years. These mentor teachers provide the critical initial support necessary for creating the condition of learning to ensure that more K-2 educators reach the highly effective status within the first few years of teaching.

In addition, Title 2 funds were prioritized for hiring one additional K-2 district literacy coach to support high-leverage, evidence-based practices in K-2. Eligibility for this new position required 5 years of experience in teaching or directly supporting K-2 educators and a highly effective evaluation rating. With the consolidation of central schools into a K-2 school model, several district literacy coaches will be training and/or retraining all K-2 instructional staff at the K-2 only sites in the Science of Reading, phonemic awareness, phonics, and multisensory techniques using the Open Court Foundation Skills Kits routines and scaffolds.

This critical support is crucial to increasing the number of highly effective K-2 educators in our schools.

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

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

Initials	Assurance
	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S. , to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All

	other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

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 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 supercharge the work they do all year with families.

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

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

Putnam provides mentor teachers for all new hires from 0-5 years. These mentor teachers provide the critical initial support necessary for creating the condition of learning to ensure that more K-2 educators reach the highly effective status within the first few years of teaching.

In addition, Title 2 funds were prioritized for hiring one additional K-2 district literacy coach to support high-leverage, evidence-based practices in K-2. Eligibility for this new position required 5 years of experience in teaching or directly supporting K-2 educators and a highly effective evaluation rating. With the consolidation of central schools into a K-2 school model, several district literacy coaches will be training and/or retraining all K-2 instructional staff at the K-2 only sites in the Science of Reading, phonemic awareness, phonics, and multisensory techniques using the Open Court Foundation Skills Kits routines and scaffolds.

This critical support is crucial to increasing the number of highly effective K-2 educators in our schools.

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

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

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	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.

JIA	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
JIA	e. All literacy coaches in the district meet the minimum qualifications described in <u>Rule 6A-6.053(4), F.A.C.</u>
JK	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
JIA	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
JIA	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
JIA	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

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

Jennifer Azula

Signature:

Jennifer Azula

Date:

8/31/24