

Putnam 2019-20 K-12 Comprehensive Research-Based Reading Plan

Contact Information

The district contact should be the person ultimately responsible for the plan. This person will be FDOE’s contact for the K-12 Comprehensive Research-Based Reading Plan. Please designate one contact for your district.

District Contact: Jennifer Rivera
Contact Email: jrivera@my.putnamschools.org
Contact Telephone: 386-329-0532

District-Level Leadership

District-level administrators must look at schools on an individual basis and distribute resources based on students’ and teachers’ levels of need. To describe the district system for monitoring reading instruction that differentiates school-level services, please address the following.

- 1. Districts should match or exceed the State Board goals for increasing FSA-ELA achievement by six percentile points, increasing the percentage of students making learning gains on the FSA-ELA by seven percentile points and reducing the achievement gap for the identified sub groups on the FSA-ELA by at least one-third by 2020. Please fill out the charts below with the actual results from the 2015-2016, 2016-2017 and 2017-2018 FSA-ELA and the interim district goals for 2020 identified in the 2017-2018 Comprehensive Reading Plan.**

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	37	40	38	44	42	47	50

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	42	44	46	47	47	50	52

State Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	29	*	29	*	28	*	21
White/Hispanic	15	*	16	*	14	*	10
Economically Disadvantaged/Non-Economically Disadvantaged	27	*	27	*	26	*	19
Students with Disabilities/Students without Disabilities	37	*	38	*	38	*	25
English Language Learners/Non-English Language Learners	30	*	32	*	31	*	20

District Achievement Gaps on FSA-ELA	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
White/African American	24	22	26	22	24	19	17
White/Hispanic	13	11	17	11	16	9	7
Economically Disadvantaged/Non-Economically Disadvantaged	21	19	21	19	18	17	15
Students with Disabilities/Students without Disabilities	29	27	29	25	31	23	22
English Language Learners/Non-English Language Learners	21	19	28	24	26	22	20

* Values for subsequent years will be entered once results are available in order to track progress toward the 2020 goal.

2. Explain how expenditures from the allocation are expected to impact student achievement in relation to your district goals.

Our reading allocation has been essential to the continuation of our growth in ELA. Over the past year, the role of the coaches has evolved. Our instructional coaches are used solely to impact teacher practice and student learning. Coaches are placed according to school priority status. Some coaches serve and support educators and students at a single school site, while others serve and support educators and students at multiple sites. We

believe that our piloting of prioritized and differentiated professional learning with support and the use of a new tool from NEFEC, the Instructional Support Reflection System, to set goals, monitor educator support, and reflect on the professional needs of both coaches and educators, that we are poised to see continued gains in ELA.

3. In regard to district-level monitoring of student achievement progress, please address the following:

A. Who at the district level is responsible for collecting and reviewing student progress monitoring data?

It is a collaborative teaming effort in Putnam. The following people are responsible for collecting and reviewing student progress monitoring data at the district level:

Department of School Improvement - School Improvement Specialists
Department of Teaching and Learning - Content Specialists and Coaches
Department of Assessment and Accountability
Area Directors
Assistant Superintendent of Curriculum and Instruction

Collected data is used to set professional learning priorities, assign school support roles, inform the selection of curriculum and other resources, inform instructional decisions, set and monitor goals, and to inform personnel decisions.

B. What specific school-level progress monitoring data will be collected at the district level to determine that students are progressing toward the district goals stated above? Please specify which grade levels are associated with specific school-level progress monitoring tools discussed in this section.

i-Ready: K-8
FAIR: 9-10th, 11th-12th graders enrolled in Intensive Reading

C. How often will student progress monitoring data be collected and reviewed by the district?

i-Ready: This assessment is given 3 times per school year (August/September, December, and April/May).
FAIR is administered 3 times per school year (August/September, December, and April/May). This data is reviewed by the district 3 times per school year.

Our district has implemented a progress monitoring structure called District-Admin Data Conversations. At strategic points during the year (September, November, January, and March), principals work with their lead teams to prepare and present school and student level data presentation to their colleagues and district leadership. Together, we analyze trends, problem-solve, and adjust priority areas of support.

4. Who at the district level is responsible for ensuring the fidelity of students not progressing towards district goals receiving appropriate interventions?

Assistant Superintendent of Curriculum and Instruction, Director of Teaching and Learning, Director of School Improvement, Director of MTSS, and the Director of ESE, content specialists, instructional coaches, and graduation coaches are all responsible for ensuring students receive appropriate interventions.

5. In regard to district-level monitoring of instructional alignment to grade-level Florida Standards, please address the following:

A. Who at the district-level is responsible for ensuring classroom instruction is aligned to grade-level Florida Standards?

Assistant Superintendent of Curriculum and Instruction, Director of Teaching and Learning, Director of School Improvement, content specialists, and instructional coaches are responsible for ensuring classroom instruction is aligned to grade-level Florida Standards.

B. What evidence will be collected to demonstrate that classroom instruction is aligned to grade-level Florida Standards?

We use a variety of professional learning structures to ensure that educators and students are aware of and deeply engaged with the Florida Standards. The district provides structures for cross-school learning communities for a variety of courses and subjects.

Each community requires a Bridge to Practice structure to support and provides feedback during the planning and “trying on” phase of standards-aligned lessons and learning tasks.

In the summer of 2018, we partnered with NEFEC to host a Florida Standards Institute that was open to elementary and secondary educators. During the 2018-19 school year, we partnered with LSI and CEL to provide some targeted work in ELA. This work will continue in the 2019-2020 school year. In June, teacher leaders representing 3rd-8th grade will work with LSI to create exemplary, standards-aligned units of instruction using the Instructional Practice Guides Core Actions to guide their work, K-2 teacher leaders will attend the NEFEC Summer Literacy Institute, and secondary ELA teachers will attend the CEL Text-based Writing Institute. These deep learning opportunities will serve as foundational learning experiences for some new communities that will begin in the fall of 2019.

In addition to collecting Bridge to Practice implementation, our district also looks for evidence in the form of sample lesson plans, school-based PLC notes, Marzano observational data (especially Identifying Critical Content), and i-Ready Standards Mastery usage and results to determine alignment to standards.

C. How often will this evidence be collected at the district level?

Bridge to Practice documentation is collected by instructional coaches at various times, depending on the community schedule. This is typically multiple times per year, per community.

Other, less formal, data is monitored more frequently depending on school priority status. Marzano observational element reports are monitored twice per year.

- 6. As a separate attachment, please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has developed the plan along with: the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements, the district contact for Multi-Tiered Systems of Supports(MTSS), the district Management Information Systems (MIS) contact to ensure accurate data reporting, the district ELL contact, a school based principal and a teacher.**

See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:

- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;
- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

The following sections will require districts to submit their budget for these expenditures and to answer questions regarding the implementation of the plan.

Professional Development

As per Section 1012.98, F.S. each school district shall develop a professional development system which must include a master plan for inservice activities for all district employees, from all fund sources. The *Just Read, Florida!* office will review professional development related to reading instruction listed in this plan during monitoring. Please answer the following questions to assist with this process:

- 1. Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the Professional Learning Catalog pursuant to 6A-5.071 F.A.C.?**

Jennifer Rivera, Director of Teaching and Learning

Laura France, Assistant Superintendent of Curriculum and Instruction

- 2. What is the total amount budgeted from the Research-Based Reading Allocation for these inservice activities?**

In our district, we use the funds to support reading coach salaries. Coaches support professional learning during the most critical phase - implementation in the classroom. Our coaches facilitate and support professional learning that is focused on ELA standards, instructional practices, intervention, and curriculum best practices throughout the school year.

- 3. Within the district professional development system, Section 1012.98 (4)(b)(11), F.S., states the district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Each district must provide all elementary grades instructional personnel access to training sufficient to meet the requirements of Section 1012.585(3)(f), F.S..**

Please list the course numbers from your district Professional Learning Catalog which cover this training.

2-100-18*Reading Difficulties, Disabilities, and Dyslexia (for SWD) 20 points

2-013-001**Reading Difficulties, Disabilities, and Dyslexia (for Reading) 20 points

We are currently working with NEFEC to create and include additional options.

During the 2018-2019 school year, we purchased the Understanding Dyslexia Kit and collaborated with the Union County School District to create professional learning for school and district leaders on Dyslexia and Dysgraphia awareness. It is in progress to be added to our Professional Learning Catalog, as well.

Reading/Literacy Coaches

The *Just Read, Florida!* office strongly encourages district leadership to allocate reading/literacy coaches for schools determined to have the greatest need based on student performance data, especially achievement gaps.

Please answer the following questions regarding reading/literacy coaches:

- 1. What are the qualifications for reading/literacy coaches in your district? If there is a posted job description you may submit the link.**

[Reading Coach - Elementary](#)

[Reading Coach - Middle](#)

[Reading Coach - High](#)

- 2. Which schools have reading/literacy coaches funded from the Research-Based Reading Instruction Allocation?**

All schools receive the service and support of the district reading/literacy coaches because there is a demonstrated, data-based need at all schools.

- 3. Were these schools identified to have the greatest need based on a review of student achievement data? If not, please explain why reading/literacy coaches were placed at these schools.**

We use a tiered approach to determining the level of support each school will receive. Our process is applied based on the state timeline for releasing summative data and school grades.

Using the NEFEC Data Profiles, TOPS Plans, and School Improvement data, we worked with district and school leadership to set priority support schools, grade levels, and areas of professional growth that would become the focus of our reading coaches. Once these areas of priority need and focus were set, coaches took action and documented all support using the NEFEC Instructional Support Reflection Tool to monitor, track time, element, and focus areas, set goals, and reflect on progress.

- 4. How many total positions will be funded at each level using the Research-Based Reading Instruction Allocation:**

a. Elementary: 4

b. Middle: 2

c. High: 1

5. How is the effectiveness of reading/literacy coaches measured in your district?

We are currently use three more formal points of data to ultimately determine the effectiveness of our coaches.

- Instructional Support Reflection Tool (ISRT) - The data is analyzed quarterly to determine alignment to district and school priority areas and for reflection and goal-setting.
- Marzano Non-Instructional Support Personnel observational elements
- Student progress monitoring and achievement data

We also take into account less formal points of data such as: teacher perception, professional learning survey data, etc.

6. What is the total amount from the Research-Based Reading Instruction Allocation that will be expended on reading/literacy coaches?

\$434,675.00

Supports for Identification and Intervention of Students with Reading Deficiencies

Districts are required to submit Identification and Intervention Decision Trees which can be found in Appendix B.

Please answer the following questions regarding the use of the Research-Based Reading Instruction Allocation in support of the identification and intervention of students with reading deficiencies:

1. Which schools will be provided reading intervention teachers to provide intensive interventions funded through the Research-Based Reading Instruction Allocation?

n/a

2. Were these schools identified to have the greatest need based on a review of the students achievement data? If not, please explain why reading intervention teachers were placed at these schools.

n/a

3. How many total positions will be funded at each level through the Research-Based Reading Instruction Allocation:

- a. Elementary: 0.
- b. Middle: 0
- c. High: 0

4. **What is the total amount expended on these positions funded through the Research-Based Reading Instruction Allocation?**

0

5. **Please list any supplemental instructional materials, or interventions, which will be purchased using funds from the Research-Based Reading Instruction Allocation. These will be reviewed by the *Just Read, Florida!* Office to ensure the materials, or interventions, meet the requirements of Section 1001.215(8), F.S.:**

Dollars will be spent to supplement the cost of the Read 180 and Systems 44 programs for Jenkins Middle School, C.L. Overturf 6th Grade Center, C.H. Price Middle School, and Miller Middle School.

6. **What is the total amount expended from the Research-Based Reading Instruction Allocation on supplemental instructional materials, or interventions?**

\$76,707.00

7. **If the intensive, explicit, systematic and multisensory interventions required to be provided to students in grades K-3 were not purchased using the Research-Based Reading Instruction Allocation, please list the funding source.**

These are purchased through a variety of different funding sources.

Summer Reading Camps

Please complete the following questions regarding SRC:

1. **SRC Supervisor Name:** Jennifer Rivera and Laura France
2. **Email Address:** jrivera@my.putnamschools.org, lfrance@my.putnamschools.org
3. **Phone Number:** (386)329-0532
4. **Please list the schools which will host a SRC:**

William D. Moseley Elementary School Middleton Burney Elementary School Interlachen Elementary School

5. **Provide the following information regarding the length of your district SRC:**
 - a. **Start Date:** July 8, 2019
 - b. **Which days of the week is SRC offered:** M-F
 - c. **Number of instructional hours per day in reading:** 8-2:30 - 6.5 Hours per day
 - d. **End Date:** July 26, 2019
 - e. **Total number of instructional hours of reading:** 90 Hours

6. Per the requirements of Section 1008.25(7)(b)(3), F.S., are all teachers selected to deliver SRC instruction highly effective as determined by their evaluation under Section 1012.34, F.S.?

Yes

7. What is the anticipated teacher/student ratio?

1:15

8. Will students in grades other than grade 3 be served as well? If so, which grade level(s)?

No

9. What evidence will be collected that demonstrates growth in student achievement was a result of the instruction provided during SRC?

i-Ready performance data and weekly running records from LLI

300 Lowest-Performing Elementary Schools

Section 1011.62(9)(d)(2), F.S., requires school districts that have one or more of the 300 lowest-performing elementary schools, specifically delineate in the comprehensive reading plan, or in an addendum to the comprehensive reading plan, the implementation design and reading strategies that will be used for the required additional hour of reading instruction.

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	5% of total budget \$26,915.00
District expenditures on reading coaches	85% of district budget \$434,675.00
District expenditures on intervention teachers	0% of budget
District expenditures on supplemental materials or interventions	15% of district budget \$76,707.00
District expenditures on professional development	0% of budget
District expenditures on summer reading camps	0% of budget
District expenditures on additional hour for schools on the list of 300 lowest performing elementary schools	0% of budget
Flexible Categorical Spending	0% of budget
	Sum of Expenditures
	100% of budget \$538,297.00
	Amount of district research-based reading instruction allocation for 2019-2020
	\$538,297.00

APPENDIX A



ADMINISTRATION MEETING
 March 1, 2019
 Training Center

WELCOME
 SIGN-IN SHEET

NAME/SCHOOL	NAME/SCHOOL
1. John Shelby CCHS	26.
2. Joe Theobald MBES	27.
3. Tim Adams MMS	28.
4. Sara Jean McDaniel Mos	29.
5. Diana Dyer JMS	30.
6. Leah Sund Melrose	31.
7. Emmanuel Swick Putnam Edge	32.
8. Mike Tucker - CLO	33.
9. Andy Burnett - ESE Director	34.
10. Beth Leary - OES	35.
11. Ted Hoenges IES	36.
12. Tracy Taylor KSES	37.
13. Mary McLeod @ IR	38.
14. Marybeth Hedstrom JAL	39.
15. Beth Hill BSES	40.
16. Ashley McNeil Price	41.
17. J. Stent PHS	42.
18. Rick	43.
19. Melissa Colome	44.
20. Gen Rusea	45.
21. Tony Ottobello	46.
22. Laura France	47.
23. Ray Hill	48.
24. Jonathan Hinkle PCSD	49.
25. Lorie Lamour PCSD	50.



Putnam County School District

Administrative Meeting

March 1, 2019, 8:30 a.m.

Training Center

8:30	Welcome	Rick Surrency
8:40	Crime Stopper Poster Contest	RJ Larizza/Janet Youngs
8:55	Vision Video	Felicia Cahan
9:55	Break	
10:10	HR Updates	Tonya Whitehurst
10:45	STEM 5 Year Plan Intel Math Input April 17th Admin Meeting (LEGO) Audit Update Plans for laptop needs	Melissa Coleman
11:45	Lunch	
1:00	Professional Learning for Administrators Best Practices for Adolescent Assessment	Jamie Viera/ Michelle Graham
1:45	Professional Learning for Administrators Federal Index	Jonathan Hinke/ Renee Lamoreaux
2:30	Elementary/Secondary Break-out Sessions Coding for Reading Intervention	

APPENDIX B

Identification of Students with Reading Deficiencies and Intervention Supports

In this section districts will describe how they identify students with substantial reading deficiencies and provide them with required interventions. Districts will create three Identification/Intervention Decision Tree charts to demonstrate how data from screening, diagnostic, progress monitoring, local assessments, statewide assessments or teacher observations will be used to determine specific reading instructional needs and interventions for students. It is important to note that a school may not wait for a student to receive a failing grade at the end of a grading period to identify the student as having a substantial deficiency in reading. If a local assessment is being used for identification, districts should internally analyze their data in order to ensure students are identified at similar rates as on statewide assessments. Districts who use a procured diagnostic, progress monitoring or assessment tool should, at a minimum, use the recommended ranges provided by the instrument developer; however, these districts should also ensure that rates of identification correlate to statewide performance.

- DT1 – Elementary (K-5)
- DT2 – Middle (6-8)
- DT3 – High (9-12)

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention. For each grade level on each chart, districts must include a description of which students will be reported in the Student Information System with an appropriate code for the Reading Intervention Component; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

District Decision Trees Putnam 2019-2020					
Grade Level(s)	Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
K	STAR Early Literacy	August through September 2019	Scaled score of 497-529 (40%)	Student receives whole group and small group instruction	HMH Journeys, iReady, SRA, LLI, Star Early Literacy, Imagine Learning, Phonics Dance, Smarty Ants, Open Court Foundational Skills Kit,, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Gradual Release Model, Mind Play
			Scaled score of 438-496 (20%-39%)	Student receives whole group and small group differentiated instruction	HMH Journeys, iReady, SRA, LLI, Star Early Literacy, Imagine Learning, Phonics Dance, Smarty Ants, Open Court Foundational Skills Kit,, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Gradual Release Model, Mind Play, FCRR Activities.
			Scaled score of 437 below (19%-below)	Parents are notified if a student is significantly below grade level in reading with a substantial reading deficit. Student receives whole group and small group instruction during the core and is provided a multisensory intensive intervention outside the 90 minute block to address the deficiency (1008.25 FL Statute)	HMH Journeys (MS), SRA (MS), LLI (MS), Imagine Learning (MS), Phonics Dance (MS), Open Court Foundational Skills Kit (MS), Collaborative Classroom: Being a Reader (MS), Collaborative Classroom SIPPS: Systematic Instruction in Phonemic Awareness and Phonics (MS), MindPlay (MS),
K-5	i-Ready Diagnostic	August Through September 2019	Student is on grade level (Tier 1/Tier 1Plus)	Student receives whole and small group instruction that provides practice in skills and further challenges from	HMH Journeys, LSI ELA Units of Study, iReady, District-created Units of Study(LSI 3-5th), SRA, LLI, Raz Plus, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative

			66th Percentile and Above	programs/materials/strategies listed.	Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Gradual Release Model, Achieve 3000, Smarty Ants, Imagine Learning, Mind Play, Other multisensory intervention materials/resources
			Student is at risk of falling below grade level (Tier 1 Supported) 36th-65th	Parents may be notified student is at risk of falling below grade level. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need.	HMH Journeys, iReady, District-created Units of Study(LSI 3-5th), SRA, LLI, Raz Plus, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Gradual Release Model, Achieve 3000, Smarty Ants, Imagine Learning, Mind Play, Other multisensory intervention materials/resources
			Student is below grade level (Tier 2 Targeted) 16-35th	Parents are notified student is below grade level in reading. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need and is progress monitored bi-weekly.	HMH Journeys, iReady, District-created Units of Study(LSI 3-5th), SRA, LLI, Raz Plus, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Gradual Release Model, Achieve 3000, Smarty Ants, Imagine Learning, Mind Play, FCRR Activities (MS)
			Student is significantly below grade level (Tier 3 Intensive) 15th percentile and below	Parents are notified if a student is significantly below grade level in reading with a substantial reading deficit. Student receives whole group and small group instruction during the core and is provided a multisensory intensive intervention outside the 90 minute block to address the deficiency (1008.25 FL Statute)	HMH Journeys (MS), SRA (MS), LLI (MS), Imagine Learning (MS), Phonics Dance (MS), Open Court Foundational Skills Kit (MS), Collaborative Classroom: Being a Reader (MS), Collaborative Classroom SIPPS: Systematic Instruction in Phonemic Awareness and Phonics (MS), MindPlay (MS)
	i-Ready Progress Monitoring	December 2019	Student is on grade level (Tier 1/Tier 1Plus)	Student receives whole and small group instruction that provides practice in skills and further challenges from	HMH Journeys, iReady, District-created Units of Study(LSI 3-5th), SRA, LLI, Raz Plus, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS:

			66th Percentile and Above	programs/materials/strategies listed.	Systematic Instruction in Phonemic Awareness and Phonics, Gradual Release Model, Achieve 3000, Smarty Ants, Imagine Learning, Mind Play, Other multisensory intervention materials/resources
			Student is at risk of falling below grade level (Tier 1 Supported) 36th-65th	Parents are notified student is at risk of falling below grade level. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need.	HMH Journeys, iReady, District-created Units of Study(LSI 3-5th), SRA, LLI, Raz Plus, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Gradual Release Model, Achieve 3000, Smarty Ants, Imagine Learning, Mind Play, Other multisensory intervention materials/resources
			Student is below grade level (Tier 2 Targeted) 16-35th	Parents are notified student is below grade level in reading. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need and is progress monitored bi-weekly.	HMH Journeys, iReady, District-created Units of Study(LSI 3-5th), SRA, LLI, Raz Plus, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Gradual Release Model, Achieve 3000, Smarty Ants, Imagine Learning, Mind Play, Other multisensory intervention materials/resources
			Student is significantly below grade level 15th percentile and below (Tier 3 Intensive)	Parents are notified if a student is significantly below grade level in reading with a substantial reading deficit. Student receives whole group and small group instruction during the core and is provided multisensory intensive intervention outside the 90 minute block to address the deficiency. (1008.25 FL Statute)	District-created Units of Study(LSI 3-5th), HMH Journeys (MS), SRA (MS), LLI (MS), Imagine Learning (MS), Phonics Dance (MS), Open Court Foundational Skills Kit (MS), Collaborative Classroom: Being a Reader (MS), Collaborative Classroom SIPPS: Systematic Instruction in Phonemic Awareness and Phonics (MS), MindPlay (MS)
	i-Ready Progress Monitoring	May 2020	Student is on grade level (Tier 1/Tier 1Plus) 66th Percentile and Above	Student receives whole and small group instruction that provides practice in skills and further challenges from	HMH Journeys, iReady, District-created Units of Study(LSI 3-5th), SRA, LLI, Raz Plus, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and

				programs/materials/strategies listed.	Phonics, Gradual Release Model, Achieve 3000, Smarty Ants, Imagine Learning, Mind Play, Other multisensory intervention materials/resources
			Student is at risk of falling below grade level (Tier 1 Supported) 36th-65th	Parents may be notified student is at risk of falling below grade level. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need.	HMH Journeys, iReady, District-created Units of Study(LSI 3-5th), SRA, LLI, Raz Plus, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Gradual Release Model, Achieve 3000, Smarty Ants, Imagine Learning, Mind Play, Other multisensory intervention materials/resources
			Student is below grade level (Tier 2 Targeted) 16-35th	Parents are notified student is below grade level in reading. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need and is progress monitored bi-weekly.	HMH Journeys, iReady, District-created Units of Study(LSI 3-5th), SRA, LLI, Raz Plus, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Gradual Release Model, Achieve 3000, Smarty Ants, Imagine Learning, Mind Play, Other multisensory intervention materials/resources
			Student is significantly below grade level 15th percentile and below (Tier 3 Intensive)	Parents are notified if a student is significantly below grade level in reading with a substantial reading deficit. Student receives whole group and small group instruction during the core and is provided multisensory intensive intervention outside the 90 minute block to address the deficiency. (1008.25 FL Statute)	District-created Units of Study(LSI 3-5th), HMH Journeys (MS), SRA (MS), LLI (MS), Imagine Learning (MS), Phonics Dance (MS), Open Court Foundational Skills Kit (MS), Collaborative Classroom: Being a Reader (MS), Collaborative Classroom SIPPS: Systematic Instruction in Phonemic Awareness and Phonics (MS), MindPlay (MS)
3-5	FSA ELA	2019 Results	Student scores level 3-5	Student receives comprehensive reading instruction, occasional teacher-led small group instruction to encourage acceleration, and	HMH Journeys, iReady, District-created Units of Study(LSI 3-5th), SRA, LLI, Raz Plus, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS:

				computer-based instruction that provides practice in skills and acceleration	Systematic Instruction in Phonemic Awareness and Phonics, Gradual Release Model, Achieve 3000, Smarty Ants, Imagine Learning, Mind Play, Other multisensory intervention materials/resources
			Student scores level 2	Student receives comprehensive reading instruction, frequent small group teacher-led instruction, and computer-based instruction that pinpoints gaps and provides practice in skills needing remediation. Student may receive small group intervention based on a number of factors such as: previous course grades, prior FSA score, teacher input, other assessment data.	HMH Journeys, iReady, District-created Units of Study(LSI 3-5th), SRA, LLI, Raz Plus, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Gradual Release Model, Achieve 3000, Smarty Ants, Imagine Learning, Mind Play, FCRR Activities, Other multisensory intervention materials/resources
			Student scores level 1	Student receives comprehensive reading instruction, frequent small group teacher-led instruction, and computer-based instruction that pinpoints gaps and provides practice in skills needing remediation. Student <u>may</u> receive small group intervention based on a number of factors such as: previous course grades, prior FSA score, teacher input, other assessment data.	District-created Units of Study(LSI 3-5th), HMH Journeys (MS), SRA (MS), LLI (MS), Imagine Learning (MS), Phonics Dance (MS), Open Court Foundational Skills Kit (MS), Collaborative Classroom: Being a Reader (MS), Collaborative Classroom SIPPS: Systematic Instruction in Phonemic Awareness and Phonics (MS), MindPlay (MS)

Grade Level(s)	Progress Monitoring Assessments	Date(s)	If	Then	Programs/Materials/Strategies
6-8	i-Ready Diagnostic	August through September 2019	Student is on grade level (Tier 1/Tier 1Plus) 66th Percentile and Above	Student receives whole and small group instruction that provides practice in skills and further challenges from programs/materials/strategies listed.	HMH Journeys/Collections (Inside ELA course), iReady (inside ELA course), Gradual Release Model (Inside ELA course), Achieve 3000 (Inside ELA course).
			Student is at risk of falling below grade level (Tier 1 Supported) 36th-65th	Parents may be notified student is at risk of falling below grade level. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), Possibly READ 180 (Intensive reading course), Possibly Teengagement – 8 th Grade(Intensive reading course), Possibly LLI (Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), Possibly Mindplay (Intensive reading course/ESE only).
			Student is below grade level (Tier 2 Targeted) 16-35th	Parents are notified student is below grade level in reading. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need and is progress monitored bi-weekly.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), READ 180 (Intensive reading course) or Teengagement – 8 th Grade(Intensive reading course) or LLI (Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), or Mindplay (Intensive reading course/ESE only), Other multisensory intervention materials/resources (Inside ELA course/Intensive Reading Course)
			Student is significantly below grade level (Tier 3 Intensive) 15th percentile and below	Parents are notified if a student is significantly below grade level in reading with a substantial reading deficit. Student receives whole group and small group instruction during the core and is provided an intensive intervention.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), READ 180 or Systems 44 (Intensive reading course) or Teengagement – 8 th Grade(Intensive reading course) or LLI (Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), or Mindplay (Intensive reading course/ESE only), Other multisensory intervention

					materials/resources (Inside ELA course/Intensive Reading Course)
	i-Ready Progress Monitoring	December 2019	Student is on grade level (Tier 1/Tier 1Plus) 66th Percentile and Above	Student receives whole and small group instruction that provides practice in skills and further challenges from programs/materials/strategies listed.	HMH Journeys/Collections (Inside ELA course), iReady (inside ELA course), Gradual Release Model (Inside ELA course), Achieve 3000 (Inside ELA course) ,Other multisensory intervention materials/resources (Inside ELA course)
			Student is at risk of falling below grade level (Tier 1 Supported) 36th-65th	Parents may be notified student is at risk of falling below grade level. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), Possibly READ 180 (Intensive reading course), Possibly Teengagement – 8 th Grade(Intensive reading course), Possibly LLI (Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), Possibly Mindplay (Intensive reading course/ESE only), Other multisensory intervention materials/resources (Inside ELA course/Intensive Reading Course)
			Student is below grade level (Tier 2 Targeted) 16-35th	Parents are notified student is below grade level in reading. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need and is progress monitored bi-weekly.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), READ 180 (Intensive reading course) or Teengagement – 8 th Grade(Intensive reading course) or LLI (Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), or Mindplay (Intensive reading course/ESE only), Other multisensory intervention materials/resources (Inside ELA course/Intensive Reading Course)
			Student is significantly below grade level (Tier 3 Intensive) 15th percentile and below	Parents are notified if a student is significantly below grade level in reading with a substantial reading deficit. Student receives whole group and small group instruction during the core and is provided an intensive intervention.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), READ 180 or Systems 44 (Intensive reading course) or Teengagement – 8 th Grade(Intensive reading course) or LLI (Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), or Mindplay (Intensive reading

					course/ESE only), Other multisensory intervention materials/resources (Inside ELA course/Intensive Reading Course)
	i-Ready Progress Monitoring	May 2020	Student is on grade level (Tier 1/Tier 1Plus) 66th Percentile and Above	Student receives whole and small group instruction that provides practice in skills and further challenges from programs/materials/strategies listed.	HMH Journeys/Collections (Inside ELA course), iReady (inside ELA course), Gradual Release Model (Inside ELA course), Achieve 3000 (Inside ELA course),Other multisensory intervention materials/resources (Inside ELA course)
			Student is at risk of falling below grade level (Tier 1 Supported) 36th-65th	Parents may be notified student is at risk of falling below grade level. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), Possibly READ 180 (Intensive reading course), Possibly Teengagement – 8 th Grade(Intensive reading course), Possibly LLI (Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), Possibly Mindplay (Intensive reading course/ESE only), Other multisensory intervention materials/resources (Inside ELA course/Intensive Reading Course)
			Student is below grade level (Tier 2 Targeted) 16-35th	Parents are notified student is below grade level in reading. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need and is progress monitored bi-weekly.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), READ 180 (Intensive reading course) or Teengagement – 8 th Grade(Intensive reading course) or LLI (Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), or Mindplay (Intensive reading course/ESE only), Other multisensory intervention materials/resources (Inside ELA course/Intensive Reading Course)
			Student is significantly below grade level (Tier 3 Intensive)	Parents are notified if a student is significantly below grade level in reading with a substantial reading deficit. Student receives whole group and small group instruction	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), READ 180 or Systems 44 (Intensive reading course) or Teengagement – 8 th Grade(Intensive reading course) or LLI (Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000

			15th percentile and below	during the core and is provided an intensive intervention.	(Inside ELA course), or Mindplay (Intensive reading course/ESE only), Other multisensory intervention materials/resources (Inside ELA course/Intensive Reading Course)
	FSA ELA	2019 Results	Student scores level 3-5	Student receives comprehensive reading instruction, occasional teacher-led small group instruction to encourage acceleration, and computer-based instruction that provides practice in skills and acceleration	HMH Journeys/ Collections (Inside ELA course), iReady (inside ELA course), Gradual Release Model (Inside ELA course), Achieve 3000 (Inside ELA course),Other multisensory intervention materials/resources (Inside ELA course)
			Student scores level 2	Student receives comprehensive reading instruction, frequent small group teacher-led instruction, and computer-based instruction that pinpoints gaps and provides practice in skills needing remediation. Student may receive small group intervention based on a number of factors such as: previous course grades, prior FSA score, teacher input, other assessment data.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), Possibly READ 180 (Intensive reading course), Possibly Teengagement (Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), Possibly Mindplay (Intensive reading course/ESE only), Other multisensory intervention materials/resources (Inside ELA course/Intensive Reading Course)
			Student scores level 1	Student receives comprehensive reading instruction, frequent small group teacher-led instruction, and computer-based instruction that pinpoints gaps and provides practice in skills needing remediation. Student may receive	HMH Journeys/ Collections (Inside ELA course), iReady (Inside ELA course), Possibly READ 180 (Intensive reading course) or Teengagement (Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), or Mindplay (Intensive reading course/ESE only), Other multisensory

				small group intervention based on a number of factors such as: previous course grades, prior FSA score, teacher input, other assessment data.	intervention materials/resources (Inside ELA course/Intensive Reading Course)
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6th-8th Grade Intervention (Additional Information)

Grade Level	Progress Monitoring Assessments	Dates	If	Then
6th Grade	If a student met criteria for placement in an Intensive Reading Class they will be given the Phonics Inventory and Reading Inventory to further identify placement.	End of 5th grade (May 2019) AND/OR beginning of 6th grade August 2019.	<ul style="list-style-type: none"> • If they score a Beginning and less than 600 Lexile • If the student scores a 600+ Lexile 	<ul style="list-style-type: none"> • Student is placed in Systems 44 and monitored at the semester using the same progress monitoring tool to determine continued placement in Systems 44 OR new placement in Read 180. • Student is placed in Read 180.

7th Grade	If a student met criteria for placement in an Intensive Reading Class they will be given the Phonics Inventory and Reading Inventory to further identify placement.	End of 6th grade (May 2019) AND/OR beginning of 7th grade August 2019.	<ul style="list-style-type: none"> ● If they score a Beginning and less than 600 Lexile ● If the student scores a 600+ Lexile 	<ul style="list-style-type: none"> ● Student is placed in Systems 44 and monitored at the semester using the same progress monitoring tool to determine continued placement in Systems 44 OR placement in Read 180. ● Student is placed in Read 180.
8th Grade		End of 7th grade (May 2019)	If a student meets the Tier 3 criteria for placement in an Intensive Reading Class	<ul style="list-style-type: none"> ● Student is placed in Teengagement and monitored at the semester to determine if placement is still required (as determined by Tier criteria).

Assessment	IF	Then	Interventions/ Materials/ Resources	Assessment
Grades 9-10 2019 FSA ELA STAR August 2019 October 2019 December 2019 March 2020	TIER 1 FSA ELA Levels 2-5 AND STAR 40th percentile and above	Continue with standards-based instruction using complex text that includes high-level reasoning skills, vocabulary, writing, and reading comprehension strategies	Core ELA Class Core Reading Resources: Houghton Mifflin Collections LSI ELA Units Khan Academy NewsELA Common Lit	STAR Assessment for Reading -Quarterly summative assessments Programmatic Assessments
	TIER 2 FSA ELA Level 2 AND STAR 1st--39th percentile FSA ELA Level 1 and STAR 18th percentile and above These students will be identified as having a reading deficiency. Parents will be informed of student's deficiency.	Tier 1 instruction during ELA Core AND one of the following: Additional Intensive Reading Course Differentiated Instruction, flexible grouping based on skills and needs Supplemental Instruction: Teengagement Interventions in social studies, science, or other designated course that includes: Morphology instruction, graphic organizers, color coding, text	Intervention Resources: Teengagement FCRR Activities UDL Practices	STAR Assessment for Reading -Quarterly summative assessments -more frequent progress monitoring assessments Programmatic Assessments Teengagement: Bi-weekly standards-based summative assessments

		<p>annotations, think-pair-share, small group discussion, multi-sensory strategies</p>		
	<p>TIER 3</p> <p>FSA ELA Level 1 AND STAR 1st-17th percentile</p> <p>These students will be identified as having a substantial reading deficiency. Parents will be informed of student's deficiency.</p>	<p>Tier 1 instruction during ELA Core</p> <p>AND</p> <p>Tier 2 and Tier 3 will be provided in an additional Intensive Reading Course</p> <p>Differentiated Instruction, flexible grouping will be provided based on skills and needs.</p> <p>Supplemental Instruction: Teengagement</p>	<p>Intervention Resources: Teengagement FCRR Activities UDL Practices NewsELA</p>	<p>STAR Assessment for Reading -Quarterly summative assessments -more frequent progress monitoring assessments</p> <p>Programmatic Assessments</p> <p>Teengagement: Bi-weekly standards-based summative assessments</p>

Assessment	IF	Then	Interventions/ Materials/ Resources	Assessment
Grades 11-12 2019 FSA ELA	TIER 1 FSA ELA Levels 3-5	Continue with standards-based instruction using complex text that includes high-level reasoning skills, vocabulary, writing, and reading comprehension strategies	Core ELA Class Core Reading Resources: Houghton Mifflin Collections LSI ELA Units Khan Academy NewsELA Common Lit Springboard AICE Dual Enrollment Resources	Programmatic Assessments
	TIER 2 FSA ELA Level 2 AND no concordinate score or waiver These students will be identified as having a reading deficiency. Parents will be informed of student's deficiency.	Tier 1 instruction during ELA Core AND one of the following: Additional Intensive Reading Course Differentiated Instruction, flexible grouping based on skills and needs Supplemental Instruction: Teengagement Interventions in social studies, science, or another designated course that includes:	Intervention Resources: Teengagement FCRR Activities UDL Practices NewsELA	STAR Assessment for Reading -Quarterly summative assessments -more frequent progress monitoring assessments Programmatic Assessments Teengagement: Bi-weekly standards-based summative assessments

		Morphology instruction, graphic organizers, color coding, text annotations, think-pair-share, small group discussion, multi-sensory strategies		
	<p>TIER 3</p> <p>FSA ELA Level 1 AND no concordinate score or waiver</p> <p>These students will be identified as having a substantial reading deficiency. Parents will be informed of student's deficiency.</p>	<p>Tier 1 instruction during ELA Core</p> <p>AND</p> <p>Tier 2 and Tier 3 will be provided in an additional Intensive Reading Course</p> <p>Differentiated Instruction, flexible grouping will be provided based on skills and needs.</p> <p>Supplemental Instruction: Teengagement</p>	<p>Intervention Resources: Teengagement FCRR Activities UDL Practices NewsELA</p>	<p>STAR Assessment for Reading</p> <p>-Quarterly summative assessments</p> <p>-more frequent progress monitoring assessments</p> <p>Programmatic Assessments</p> <p>Teengagement: Bi-weekly standards-based summative assessments</p>

APPENDIX C

2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2019-2020 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Putnam
- 2. Contact name for schools covered on this plan:** Cathy Oyster (AP)/Jen Rivera (Director of Teaching and Learning)
- 3. Contact phone number:** (386)329-0532
- 4. Contact email:** coyster@my.putnamschools.org/<mailto:jrivera@my.putnamschools.org>
- 5. Schools covered by this plan:** Kelley Smith Elementary School

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** 7:45
- 2. School dismissal time:** 2:35
- 3. Total number of instructional minutes per day:** 410 Minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 150 Minutes

Section 3: Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

All students will be engaged in the reading intervention plan. The plan includes enrichment activities (through advanced ACT programmatic work and STEM lab rotations) for those students who are at or above grade level expectations as well as intervention for those experiencing reading deficiencies. FSA scores, and i-Ready Diagnostic #1 will be used to determine need. Students who scored a level 4 or 5 were also placed in our Cambridge classrooms to help provide an accelerated pathway supported with enrichment.

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

As much as possible, we have our highly effective and effective teachers providing the intensive reading instruction. Because of staffing realities at each of our schools, this is not always possible. However, we are working diligently to provide district-supported reading endorsement options for our educators to increase their knowledge, skills, and effectiveness. We started a PCSD Prioritized Reading Endorsement Cohort this year for 25 K-5 educators. Each of these courses is facilitated by the Director of Teaching and Learning and participants are supported by our highly qualified, highly effective district reading coaches. All teachers leading these interventions will receive ongoing training and support.

Students in K-2 will be taught using SIPPs to increase their phonics and decoding abilities. Students who test out of SIPPs, will be transitioned to LLI. Students who are not able to test into SIPPS, will complete letter work. ESE students who are Language Impaired who be serviced Mindplay, a computer based intervention geared towards phonological awareness, phonics, vocabulary, and fluency. In grades 3-5 students will utilize ACT to build their close reading skills to improve comprehension.

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

SIPPS and LLI will be delivered in a Learning Lab where students are placed in small groups based on BAS indicated levels and SIPPs Placement test. ACT will be delivered based on student individual need as indicated by i-Ready Diagnostic #1. K-2 SIPPS and/or LLI will be between 35-40 minutes per day, 5 days a week. 3rd grade - ACT will be 30 minutes per day, 5 days per week. 4th and 5th grade ACT will be 45 minutes per day, 5 days a week. K-2 SIPPS and LLI teacher resources in small groups will be utilized in 45 min. per day.

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

K-2 LLI and SIPPs students will be monitored weekly using the system assessment as well as the initial BAS for placement. Grades 3-5 ACT placement will be determined with FSA and i-Ready Diagnostic data. Teachers will use formative program activity data for ongoing feedback. Teachers will use formative program data for ongoing feedback. While LLI has

been previously used with success, SIPPs is a new intervention and progress is monitored frequently to ensure success. SIPPS is the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words and is a research-based decoding intervention program proven to help new and struggling readers in grades K–12 build skills and confidence for fluent, independent reading. Based on SIPPS assessment data, students are placed in appropriately differentiated groups.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

The Leveled Literacy Intervention program provides instruction in all components of reading. Systematic phonics and word work instruction is delivered daily; fluency, comprehension and vocabulary are delivered through high quality, rigorous texts in all of the intervention programs.

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

The ACT Materials Fountas and Pinnell Leveled Literacy Intervention program exposes students to a wide variety of informational texts. These texts are aligned to the science and social studies standards for each grade level. While math content is not pervasive in either of these programs, our new mathematics program, Ready Mathematics, has a Try It, Discuss It, Connect It portion that requires students to engage in discussion and writing about their problem-solving.

2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

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Section 1: Contact Information

- 1. District name:** Putnam
- 2. Contact name for schools covered on this plan:** Sandra Weaver (Principal)/Jen Rivera (District)
- 3. Contact phone number:** (386)329-0593
- 4. Contact email:** sweaver@my.putnamschools.org/jrivera@my.putnamschools.org
- 5. Schools covered by this plan:** Mellon Elementary School

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** 7:45
- 2. School dismissal time:** 2:35
- 3. Total number of instructional minutes per day:** 410 Minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 150 Minutes

Section 3: Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

Students scoring a level 4 or 5 on the FSA participate in the extra hour of instruction at Mellon Elementary. These students are provided reading enrichment (ACT program) by a certified teacher during the reading intervention block. Currently this enrichment is being provided by Gale Overturf, Reading Coach.

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

All teachers Kindergarten through Fifth Grades will be participating in the Reading Intervention Block. We insure that our teachers are specifically trained in Fountas and Pinnell's Leveled Literacy Intervention (LLI). Our kindergarten, first and second grade students are also trained in the Center for Collaborative Classroom's Systematic Instruction in Phonological Awareness, Phonics and Sight Words(SIPPS). All teachers are monitored and evaluated for implementation fidelity by school administration, district instructional coaches, and contracted program specialists. Gail Overturf is reading endorsed and has two decades of experience as a reading interventionist and reading coach.

In an effort to grow our collective knowledge and skills, we are diligently working to provide Reading Endorsement competencies to more educators in our district. In addition to our other options for competencies, we have 25 K-5 educators from across the district participating in a cohort model called the PCSD Priority Reading Endorsement Cohort. These folks are receiving support from the Director of Teaching and Learning and district reading coaches.

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

Fountas and Pinnell's Leveled Literacy Intervention (LLI) Center for Collaborative Classroom's Systematic Instruction in Phonological Awareness ,Phonics and Sight Words(SIPPS)

Progress monitoring data such as LLI assessments and iReady assessments, as well as an increase of FSA scores, indicate very strong growth trends in the area of reading. While LLI was used with success last year, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a new intervention. SIPPS is a new intervention. Progress will be monitored frequently using both programmatic formative assessments and iReady to ensure success. SIPPS is a research-based decoding intervention program proven to help new and struggling readers in grades K-12 build skills and confidence for fluent, independent reading. Based on SIPPS assessment data, students are placed in appropriately differentiated groups.

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

Individual student data is used to determine the specific needs of students. Students are placed in intervention groups based upon, LLI assessments, iReady Diagnostics, SIPPS assessments and FSA results. Progress monitoring occurs on an on-going basis throughout the school year, and adjustments are made to intervention groupings as a result of the data collected.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

Through implementation of the research based programs with fidelity of: Fountas and Pinnell's Leveled Literacy Intervention (LLI) and Center for Collaborative Classroom's Systematic Instruction in Phonological Awareness, Phonics and Sight Words(SIPPS) explicit and systematic reading strategies that develop phonemic awareness, phonics, fluency, vocabulary and comprehension occurs. Each of the programs being implemented provides opportunity for guided practice, error correction and feedback as part of the implementation protocol.

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

The integration of social studies, science, and mathematics-text reading occurs through ACT, NewsELA Pro, and other curriculum resources. Text discussion, and writing in the content areas, response to reading occurs through the formats provided with this text. This is monitored by school administration during planning, walkthroughs, and evaluations.

2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2019-2020 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Putnam
- 2. Contact name for schools covered on this plan:** Nancy Webb (School coach)/Jen Rivera (Director of Teaching and Learning)
- 3. Contact phone number:** (386)698-1238/(386)329-0532
- 4. Contact email:** nwebb@my.putnamschools.org/jrivera@my.putnamschools.org
- 5. Schools covered by this plan:** Middleton Burney Elementary Schools

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** 7:45
- 2. School dismissal time:** 2:35
- 3. Total number of instructional minutes per day:** 410 Minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 150 Minutes

Section 3: Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

All students will be engaged in the reading intervention plan. The plan includes enrichment (ACT program and book circles) for those students who are at or above grade level expectations as well intervention for those experiencing reading deficiencies. FSA scores, i-Ready Diagnostic #1 and Imagine Learning Beginning of Year Diagnostic will be used to determine need.

2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.

As much as possible, we have our highly effective and effective teachers providing the intensive reading instruction. Because of staffing realities at each of our schools, this is not always possible. However, we are working diligently to provide district-supported reading endorsement options for our educators to increase their knowledge, skills, and effectiveness. We started a PCSD Prioritized Reading Endorsement Cohort this year for 25 K-5 educators. Each of these courses is facilitated by the Director of Teaching and Learning and participants are supported by our highly qualified, highly effective district reading coaches.

LLI (K-3) will be taught by instructional assistants and ELA teachers who have been trained in LLI. Words Their Way (3rd), REWARDS, Storyworks and ACT will be taught by 4th & 5th grade teachers. Imagine Learning will be taught by instructional assistants and ELA teachers trained to use the program effectively. Information in Action will be taught by ELA teachers. All teachers are monitored and evaluated for implementation fidelity by school administration, instructional coaches, and contracted program specialists. The school-based coach provides support for each intervention.

3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.

LLI will be delivered in Learning Labs where students are placed in small groups based on BAS indicated levels. Words Their Way will be delivered as based on Spelling Inventory data (3rd), REWARDS will be delivered based on the Multisyllabic Word Reading Fluency Pretest and ACT and Storyworks will be delivered based on student individual need as indicated by i-Ready Diagnostic #1. Imagine Learning will be delivered based on their beginning of the year diagnostic. Information in Action will be based on FSA data as well as i-Ready Diagnostic #1. With fidelity to our frequency and duration plan, our students will participate in ongoing monitoring and to show the progress necessary. K-3 LLI will be between 35-40 minutes per day, 5 days a week. 3rd grade - Words Their Way will be 20 minutes per day, 5 days per week. 4th and 5th grade REWARDS, Storyworks and ACT will be 45 minutes per day, 5 days a week. Imagine Learning teacher resources in small groups will be utilized 60 min. per week (during differentiated instruction time). Enrichment K-3 Information in Action will be 30 minutes per day, 5 days a week, and 4th and 5th Information in Action will be 45 minutes per day, 5 days per week

While these programs have strong evidence and research-bases, they were not as successful in 18-19 as they have been in the past. Additional training has been provided

and staff adjustments were made to ensure a higher probability of success for students. In addition, the school participated in some staff reflection and data analysis protocols which prompted some refinement in intervention scheduling and monitoring.

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

K-3 LLI students will be monitored weekly using the system assessment as well as the initial BAS for placement. 3rd grade Words Their Way Spelling Inventories will be utilized for placement as well as monitoring. REWARDS (4th/5th) will be monitored using the Multisyllabic Word Reading Fluency Assessments. Storyworks and ACT placement will be determined with FSA and i-Ready Diagnostic data as well as program assessments. Teachers will use formative program activity data for ongoing feedback. Imagine Learning will use ongoing reports as well as Diagnostic Test Data throughout the year. 1st - 5th Information In Action Enrichment will be determined by FSA and i-Ready Diagnostic #1. Teachers will use formative program data for ongoing feedback. Students are able to move fluidly in and out of intervention groups at the week mark based on progress monitoring data.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

The Leveled Literacy Intervention program provides instruction in all components of reading. Systematic phonics and word work instruction is delivered daily; fluency, comprehension and vocabulary are delivered through high quality, rigorous texts in all of the intervention programs. REWARDS (4th/5th) addresses rate development for fluency, multisyllabic word reading and academic vocabulary.

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

The ACT Materials, Storyworks, Information In Action, and Fountas and Pinnell Leveled Literacy Intervention program exposes students to a wide variety of informational texts. These texts are aligned to the science and social studies standards for each grade level. While there is not an additional curriculum that addresses solely integrating reading and writing in math, our new mathematics core curriculum, Ready Mathematics, does integrate content area reading and writing. This was not the case with our previous curriculum.

2019-2020 300 Lowest-Performing Elementary School Additional Hour of Reading Instruction Implementation Plan

Please complete the following questions to be included as an addendum to the 2019-2020 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

- 1. District name:** Putnam
- 2. Contact name for schools covered on this plan:** Michelle Wilds (District Coach), Jen Rivera (Director of Teaching and Learning)
- 3. Contact phone number:** (386)329-0562/(386)329-0532
- 4. Contact email:** mwilds@my.putnamschools.org/jrivera@my.putnamschools.org
- 5. Schools covered by this plan:** Moseley Elementary School

Section 2: Length of School Day

F.A.C. Rule 6A-6.053 requires 90 minutes of reading instruction in grades K-5, and section 1011.62(9) F.S. requires an additional hour of reading instruction, which may be covered within the school day, for a minimum total of 150 minutes. Please answer the following questions regarding the length of the school day and the number of instructional minutes provided.

- 1. School start time:** 7:45
- 2. School dismissal time:** 2:35
- 3. Total number of instructional minutes per day:** 410 Minutes
- 4. Minutes per day of reading instruction (must be at least 150):** 150 Minutes

Section 3: Instructional Design

- 1. Students enrolled in these schools who earned a level 4 or level 5 on the statewide standardized English Language Arts assessment for the previous school year may participate in the extra hour of instruction. Describe the process your district/school uses to serve these students.**

The Interventions program as well as the ACT (Assessing Complex Texts) program through Benchmark Education. Students will receive enrichment instruction through Leveled Literacy

- 2. The additional hour per day of intensive reading instruction must be provided by teachers and reading specialists who have demonstrated effectiveness in teaching reading. Describe the process your district/school uses to ensure this occurs.**

Leveled Literacy instructors are trained and have experience with the intervention/enrichment activities. Certified teachers will also provide interventions to the bottom quartile and lowest performing students through the LLI program. In an effort to grow our collective knowledge and skills, we are diligently working to provide Reading Endorsement competencies to more educators in our district. In addition to our other options for competencies, we have 25 K-5 educators from across the district participating in a cohort model called the PCSD Priority Reading Endorsement Cohort. These folks are receiving support from the Director of Teaching and Learning and district reading coaches.

- 3. The intensive reading instruction delivered in this additional hour shall include research-based reading instruction that has been proven to accelerate progress of students exhibiting a reading deficiency. Describe the intensive reading instruction your district/school uses during the additional hour and how your district/school has proven it to accelerate progress of students exhibiting a reading deficiency.**

Moseley Elementary uses the Fountas and Pinnell Leveled Literacy Intervention program to intervene with our students who exhibit a reading deficiency in grades 2-5. This program is researched based and addresses all components of the components of literacy. Each student is assessed quarterly to determine his or her independent and instructional reading level. Students are then placed in groups of 3-5 who have similar reading abilities. Each classroom is assigned to an LLI lab, which they visit five days a week. Each lab is staffed with three to four qualified reading tutors as well as the classroom teacher. During the intervention period, students are exposed to a review text as well as a new text, which are used to help students grapple with complex texts at their instructional reading level. Students work their way through the literacy levels to eventually become successful with grade level (or above grade level) texts. In the previous year students were able to grow and average of 3-5 levels within the course of a year. For kindergarten and first grade, the SIPPS phonics intervention program is used to address deficits in the foundational skills focused in these grade levels. This intervention, along with the core phonics program, will be used to address students who exhibit signs of Dyslexia and other specific learning disabilities.

In addition to growth in iReady and intervention program data, 3-5th graders showed great growth this year on the FSA. The growth of our lowest performing quartile was encouraging. With our focus on strengthening core and providing differentiated interventions, we were able to grow our school grade to a C. This is the first time in a number of years, Moseley has performed at this level.

- 4. The intensive reading instruction delivered in this additional hour shall include differentiated instruction based on screening, diagnostic, progress monitoring, or student assessment data to meet students' specific reading needs. Describe the process your district uses to ensure this occurs.**

Through the Leveled Literacy Intervention program progress monitoring assessments are administered biweekly, and placement assessments are administered quarterly to determine progress toward grade level reading proficiency. In the SIPPS intervention program, kindergarten and first grade students are given one-on-one progress monitoring assessments to determine growth in decoding and fluency. iReady diagnostic assessments are also administered three times a year to determine reading growth and proficiency.

- 5. The intensive reading instruction delivered in this additional hour shall include explicit and systematic reading strategies to develop phonemic awareness, phonics, fluency, vocabulary, and comprehension, with more extensive opportunities for guided practice, error correction, and feedback. Describe the process your school/district uses to ensure this occurs.**

The Leveled Literacy Intervention program provides instruction in all components of reading. Systematic phonics and word work instruction is delivered daily; fluency, comprehension and vocabulary are delivered through high quality, rigorous texts. The SIPPS intervention program address deficits in all foundational skills for kindergarten and first grade, as well as builds fluency and vocabulary through daily decodable texts. As first grade students become fluent readers, they are gradually introduced to the Leveled Literacy Intervention program. Biweekly and monthly progress monitoring assessments are administered to students individually which allows for immediate feedback for errors in reading ability.

- 6. The intensive reading instruction delivered in this additional hour shall include the integration of social studies, science, and mathematics-text reading, text discussion, and writing in response to reading. Describe the process your district uses to ensure this occurs.**

The Leveled Literacy Intervention program exposes students to a wide variety of informational texts. These texts are aligned to many of the science and social studies standards for each grade level. The LLI tutors are also trained to build background in these topics by integrating multiple technology sources into their lessons. Students are also required to write weekly in response to the focus texts, and any research they have done through available technology. While math content is not pervasive in this program, our new mathematics program, Ready Mathematics, has a Try It, Discuss It, Connect It portion that requires students to engage in discussion and writing about their problem-solving.