

# Putnam County 2020-2021 District K-12 Comprehensive Evidence-Based Reading Plan Template

## Contact Information

The district contact(s) should be the person(s) ultimately responsible for the plan and its implementation and will be Florida Department of Education's (FDOE) contact for the K-12 Comprehensive Evidence-Based Reading Plan. Please designate the contact(s) for your district.

	Name	Title	Email	Phone
Main District Reading Contact	Jennifer Azula	Director of Teaching and Learning	<a href="mailto:jrivera@my.putnamschools.org">jrivera@my.putnamschools.org</a>	386-329-0538
Responsibility	Name	Title	Email	Phone
Elementary ELA	Michelle Wilds Jamie Viera	Reading Coach (12 Month)	<a href="mailto:mwilds@my.putnamschools.org">mwilds@my.putnamschools.org</a> <a href="mailto:jviera@my.putnamschools.org">jviera@my.putnamschools.org</a>	386-329-0538
Secondary ELA	Latisha Wilburn (MS) Michelle Graham (HS)	Reading Coach (10 Month)	<a href="mailto:twilburn@my.putnamschools.org">twilburn@my.putnamschools.org</a> <a href="mailto:m2graham@my.putnamschools.org">m2graham@my.putnamschools.org</a>	386-329-0538
Reading Endorsement	Jennifer Azula	Director of Teaching and Learning	<a href="mailto:jrivera@my.putnamschools.org">jrivera@my.putnamschools.org</a>	386-329-0538
Reading Curriculum	Jennifer Azula	Director of Teaching and Learning	<a href="mailto:jrivera@my.putnamschools.org">jrivera@my.putnamschools.org</a>	386-329-0538
Professional Development	Jennifer Azula	Director of Teaching and Learning	<a href="mailto:jrivera@my.putnamschools.org">jrivera@my.putnamschools.org</a>	386-329-0538
Assessment	Renee Lamoreaux	Director of Assessment and Accountability	<a href="mailto:rlamoreaux@my.putnamschools.org">rlamoreaux@my.putnamschools.org</a>	386-329-0538
Data Element	Donna Myers	Data, Assessment and Accountability	<a href="mailto:dmyers@my.putnamschools.org">dmyers@my.putnamschools.org</a>	386-329-0538
Summer Reading Camp	Michelle Wilds Jamie Viera	Reading Coach (12 Month)	<a href="mailto:mwilds@my.putnamschools.org">mwilds@my.putnamschools.org</a> <a href="mailto:jviera@my.putnamschools.org">jviera@my.putnamschools.org</a>	386-329-0538
3 <sup>rd</sup> Grade Promotion	Michelle Wilds	Reading Coach (12 Month)	<a href="mailto:mwilds@my.putnamschools.org">mwilds@my.putnamschools.org</a>	386-329-0538

## Plan Information

*How is the district communicating the contents of its Comprehensive Evidence-Based Reading Plan to all stakeholders?*

We have developed a truly collaborative process for creating this plan over the past two years. The Department of Teaching and Learning has worked closely with the Department of School Improvement, the Director of MTSS, the Department of Exceptional Student Education, all school administrators, and teachers representing all of our schools to design our new plan for the 2020-2021 school year.

Newly created Decision Trees and coordinating interventions were planned and designed through multiple collaboration sessions throughout the 2019-2020 school year. These meetings were purposely designed to include perspectives from a variety of critical roles, including speech and language pathologists, MTSS coordinators, classroom teachers, guidance counselors, ESE staff, school psychologists, administrators, ELA coaches, and our ELL coach.

It is important to note, the Department of Teaching and Learning took an intensive look at our own PCSD evidence-base for our middle school interventions across multiple years through the supports and resources offered by K12 Lift. Through this multi-year data analysis, the team has revised decision trees and coordinating interventions to ensure that plans are aligned with both research and evidence.

Once approved, we will share this final plan with families, caregivers, and community members through our district website.

Monitoring of District K-12 Comprehensive Evidence-Based Reading Plan Implementation as required by 6A-6.053(1)(a) F.A.C.  
 District-Level Leadership 6A-6.053(7) F.A.C.

**K-5**

Component of Reading	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
<i>Oral language</i>	A. WIDA 2.0 Access	A. Screener, Summative	A. Reported in Skyward by class and individual students	A. Twice per year
<i>Phonological awareness</i>	A. STAR Early Literacy/FLKRS B. i-Ready Diagnostic	A. Screener B. Diagnostic and Progress Monitoring	A. <u>District/School Level Reports:</u> <ul style="list-style-type: none"> <li>• Subdomains</li> </ul> B. <u>District Level Reports:</u> <ul style="list-style-type: none"> <li>• Performance by School and Grade</li> <li>• Needs Analysis by Grade</li> <li>• Student Growth by Grade</li> </ul> <u>School Level Reports:</u> <ul style="list-style-type: none"> <li>• Performance by Grade and Class</li> <li>• Needs Analysis by Grade</li> <li>• Student Growth by Class</li> <li>• Instructional Grouping Profile</li> </ul>	A. First 30 Days of Kindergarten B. 3 times per year
<i>Phonics</i>	A. STAR Early Literacy/FLKRS B. i-Ready Diagnostic	A. Screener B. Diagnostic and Progress Monitoring	A. <u>District/School Level Reports:</u> <ul style="list-style-type: none"> <li>• Subdomains</li> </ul> B. <u>District Level Reports:</u> <ul style="list-style-type: none"> <li>• Performance by School and Grade</li> <li>• Needs Analysis by Grade</li> </ul>	A. First 30 Days of Kindergarten B. 3 times per year

			<ul style="list-style-type: none"> <li>• Student Growth by Grade</li> <li>• <u>School Level Reports:</u></li> <li>• Performance by Grade and Class</li> <li>• Needs Analysis by Grade</li> <li>• Student Growth by Class</li> <li>• Instructional Grouping Profile</li> </ul>	
<i>Fluency</i>	<p>A. I-Ready Assessments for Oral Reading Fluency</p> <p>B. I-Ready Dyslexia Screening</p>	<p>A. Diagnostic and Progress Monitoring</p> <p>B. Screener</p>	<p>A. Oral Reading Fluency (3-5<sup>th</sup>)</p> <p>B. K=Letter Naming 1=Letter Naming Fluency 2=Word Reading and Passage Fluency</p>	<p>A. 3 times per year</p> <p>B. As appropriate and identified through i-Ready Diagnostic</p>
<i>Vocabulary</i>	<p>A. STAR Early Literacy/FLKRS</p> <p>B. i-Ready Diagnostic</p>	<p>A. Screener</p> <p>B. Diagnostic and Progress Monitoring</p>	<p>A. <u>District/School Level Reports:</u></p> <ul style="list-style-type: none"> <li>• Subdomains</li> </ul> <p>B. <u>District Level Reports:</u></p> <ul style="list-style-type: none"> <li>• Performance by School and Grade</li> <li>• Needs Analysis by Grade</li> <li>• Student Growth by Grade</li> </ul> <p><u>School Level Reports:</u></p> <ul style="list-style-type: none"> <li>• Performance by Grade and Class</li> <li>• Needs Analysis by Grade</li> <li>• Student Growth by Class</li> <li>• Instructional Grouping Profile</li> </ul>	<p>A. First 30 Days of Kindergarten</p> <p>B. 3 times per year</p>

<p><i>Comprehension</i></p>	<p>A. i-Ready Diagnostic</p>	<p>A. Diagnostic and Progress Monitoring</p>	<p>A. District Level Reports:</p> <ul style="list-style-type: none"> <li>• Performance by School and Grade</li> <li>• Needs Analysis by Grade</li> <li>• Student Growth by Grade</li> </ul> <p>School Level Reports:</p> <ul style="list-style-type: none"> <li>• Performance by Grade and Class</li> <li>• Needs Analysis by Grade</li> <li>• Student Growth by Class</li> <li>• Instructional Grouping Profile</li> </ul>	<p>A. 3 times per year</p>
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6-12

Progress Monitoring Tool	What data is being collected?	Assessment type (e.g., screener, diagnostic, progress monitoring/formative, summative)	How is the data being collected?	How often is the data being collected?
i-Ready (6-8) Diagnostic, Growth Monitoring	Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Comprehension Literature and Informational Text	Screener, Diagnostic, Progress Monitoring	District Level Reports: <ul style="list-style-type: none"> <li>• Performance by School and Grade</li> <li>• Needs Analysis by Grade</li> <li>• Student Growth by Grade</li> </ul> School Level Reports: <ul style="list-style-type: none"> <li>• Performance by Grade and Class</li> <li>• Needs Analysis by Grade</li> <li>• Student Growth by Class</li> <li>• Instructional Grouping Profile</li> </ul>	3 Times Per Year
Read 180 and Systems 44 Phonics Inventory/Reading Inventory	Phonics, Comprehension for Students Enrolled in Intensive Reading Course	Diagnostic, Progress Monitoring	District and School Level Reports: <ul style="list-style-type: none"> <li>• Lexile Metrics</li> <li>• Program Usage</li> <li>• Decoding Levels (Pre, Beginning, Developing, or Advancing Decoder)</li> <li>• Phonics Accuracy and Fluency Metrics</li> </ul>	3 Times Per Year
STAR Reading Assessment (9-12 – All 9 <sup>th</sup> and 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> not demonstrating mastery on the FSA, ACT, or SAT)	Comprehension, Vocabulary	Screener, Diagnostic, Progress Monitoring	District, School, and Class Reports: <ul style="list-style-type: none"> <li>• Scaled Scores</li> <li>• Percentile Ranks</li> <li>• Lexile Estimates/Zone of Proximal</li> </ul>	3 Times Per Year

			<ul style="list-style-type: none"> <li>Development</li> <li>Student Mastery of Domains</li> </ul>	
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K-12 Data Analysis and Decision-making as required by 6A-6.053(1)(b) F.A.C.

<b>Data Analysis and Decision-making</b>				
<i>How often is the data being reviewed and by whom?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>	<i>What steps is the district taking to see building and classroom level data and to share findings with individual schools?</i>	<i>How are concerns communicated if it is determined that the K-12 Reading Plan is not being implemented in an explicit manner, based on data to meet the needs of students?</i>	<i>Who at the district level is responsible for providing plan implementation oversight, support and follow-up?</i>
<p>Our district has implemented a progress monitoring structure called District-Admin Data Conversations that is embedded within our district's way of work. At strategic points during the year (September, November, January, March), principals prepare and present school and student level data presentations to their colleagues and district leadership. Academic progress monitoring data, behavior referrals, attendance, and graduation cohort status are examples of data included in the presentations.</p>	<p>Before these sessions, school leadership teams analyze school level data. Leaders then share their data, analysis of the data, reflections, and priority needs with the entire team.</p> <p>The district leadership team also engages in data analysis sessions with our progress monitoring to identify district-wide trends and needs, as well as possible individual school needs.</p> <p>Teams have been trained on the 8 steps for problem solving (University of Iowa) and Learning Sciences</p>	<p>Together the team analyzes, reflects, and revises plans for support. This district leadership team works with instructional supporters (This includes district reading coaches, content specialists, and novice teacher mentors) to adjust and create plans for support. This often includes adjustment to coaching priorities.</p>	<p>If at any point during these data analysis and planning sessions it is determined that the K-12 Reading Plan is not being implemented, individual conversations continue with specific building administrators and coaches following these sessions to ensure efficient and effective plans and support structures are implemented.</p>	<p>Director of Teaching and Learning, Jennifer Azula</p> <p>Director of School Improvement, Jonathan Hinke</p> <p>Assistant Superintendent of Curriculum and Instruction, Laura France</p> <p>Area Directors, Laura France Tonya Whitehurst Melissa Coleman</p>

<p>As part of our established mid-year review process, principals work with district and school staff members to calculate projected school grades based on their mid-year data analysis. These projections are compared with the school grade component targets that the school set at the beginning of the year and the district's strategic plan performance targets. Areas of strength and opportunities for growth are identified and result in mid-year adjustments based on each school's projections.</p> <p>The district leadership team includes a representative from the following departments:</p> <ul style="list-style-type: none"><li>• School Improvement</li><li>• Teaching and Learning</li><li>• Exceptional Student</li></ul>	<p>International's 4 Steps for Reflective Problem Solving.</p>			
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Education <ul style="list-style-type: none"> <li>• Assessment and Accountability</li> <li>• Career and Technical Education</li> <li>• Superintendent</li> </ul>				
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School Level Leadership 6A-6.053(8) F.A.C.

Practice	Who ensures that the practice is informed by a specific purpose?	How is the purpose communicated?	How often is the data being collected?	How is the data being shared and by whom?	How often is the data being reviewed and by whom?
Weekly reading walkthroughs by administrators	School-based Administrators, Director of Teaching and Learning, Director of HR, Assistant Superintendent of Curriculum and Instruction, Area Directors	<p>PCSD has several options for school-based leaders to support the identification and monitoring of specific instructional needs.</p> <p>Schools are encouraged to use the following tools to select and ensure a specific focus for walks:</p> <ul style="list-style-type: none"> <li>• Conditions Walks</li> <li>• Rigor Walks</li> <li>• Marzano Elements</li> </ul>	This is a continuous process at the school-site.	<p>Marzano element progress is submitted to the HR Director continuously. (Walkthroughs, Informals, Formals).</p> <p>Instructional coaches also log instructional support/coaching session time with individual teachers using the Marzano elements. This data is looked at quarterly by the Department of Teaching and Learning to determine trends, strengths, needs, and supports.</p> <p>Leaders using the LSI tools for Conditions Walks or Rigor Walks monitor their individual school results at least quarterly.</p>	<p>All data is formally reviewed at least 3 times per year at the district level through District Leadership Team meetings and at Admin Data Chats.</p> <p>Informal data reviews are more frequent at the individual school level.</p>

Data chats	School-based Administrators	School-based Administrators will communicate and remind staff of goals prior to data chat/analysis sessions to establish purpose.	3 times per year	Teachers and administrators	At the conclusion of school-based data chats, administrators share the data, analysis, reflections, and prioritized needs with the admin team at the Leadership Data Chats 3 times per year.
Reading Leadership Team per 6A-6.053(3) F.A.C.	School-based Administrators	School-based administrators, with the support of district reading coaches, will communicate the purpose and goals of the school-based Reading Leadership Team.	1 per semester, at a minimum	Teachers, Administrators, and other Stakeholders	Director of Teaching and Learning
Monitoring of plan implementation	School-based Administrators	School-based Administrators communicate district expectations, school goals and expectations to staff.	3 times per year	Teachers and administrators	At the conclusion of school-based data chats, administrators share the data, analysis, reflections, and prioritized needs with the admin team at the Leadership Data Chats 3 times per year.
Other: (Specify)					

**Implementation and Progress-monitoring**

<p>What problem-solving steps are in place for making decisions based on data?</p>	<p>How are concerns communicated if it is determined that the plan is not being implemented in a systematic and explicit manner, based on data to meet the needs of students?</p>	<p>How will district leadership provide plan implementation oversight, support and follow-up?</p>
<p>8 Steps of Problem-solving (UofC) 4 Steps of Problem-solving (LSI)</p>	<p>Concerns are communicated to either the school-based or district-based coach or to the Director of Teaching and Learning.</p>	<p>The Director of Teaching and Learning provides oversight when needed and appropriate. District and School-based Reading Coaches provide support and follow-up as needed and appropriate.</p>

Professional Development per 6A-6.053(4) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How often is it reported to the district and in what format?	To whom is it reported at the district?	Who at the district level is responsible for following up if the professional development requirement isn't happening?
<p>Training in multisensory reading intervention</p>	<p>Administrators meet monthly and are provided updates in PD options and requirements.</p> <p>We are currently offering: 2-013-002* within our district in a face-to-face model. These sessions are delivered by our Director of Teaching and Learning and our Reading Coaches.</p> <p>We also promote the PDA version of this course through 2-013-005. This is delivered through FDLRS in a facilitated virtual course.</p>	<p>When we established these options, we first engaged administrators with our district, school, and grade level data paired with the new requirements, which helped set a strong purpose for the sessions. We then had administrators engage in the portion of the session that includes the Dyslexia and Dysgraphia simulations.</p> <p>Administrators provide time for K-2 educators to participate in learning community work, which includes the face-to-face sessions associated with 2-013-002. These are also facilitated through PLC structures and strategies are reinforced and coached through our evaluation process.</p>	<p>The district monitors and tracks all professional learning offerings and sessions continuously.</p> <p>Coaches submit agendas and rosters as sessions are facilitated.</p>	<p>Director of Teaching and Learning</p>	<p>Assistant Superintendent of Curriculum and Instruction</p>

<p>Differentiated professional development with intensity increased for those teachers whose progress monitoring data is not showing adequate growth</p>	<p>In addition to professional learning sessions, PLC work, and the option of the PDA course, individual coaching support will be provided as needed and requested by the administrator. This may be provided by either a school-based or district-based coach or an identified peer/mentoring teacher.</p>	<p>While specifics of coaching may not be shared with the administrator, administrators will be able to monitor the frequency of coaching events through the KickUp Professional Learning and Growth Systems.</p>	<p>Key district leaders will monitor coaching frequency, duration, and focus areas through the KickUp Professional Learning and Growth Systems.</p>	<p>Designated Reading Coaches, Director of Teaching and Learning</p>	<p>Director of Teaching and Learning</p>
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<p>Identification of mentor teachers</p>	<p>Teachers with 0-3 years of experience are provided mentoring support through Novice Teacher Mentors. Mentor peers for teachers with 3+ years of experience may be identified by administrators.</p>	<p>Administrators have access to monitor the frequency and duration of Novice Teacher Mentor support through the KickUp Professional Learning and Growth Systems.</p> <p>Mentor peer support is monitored at the school level. Schools use a variety of structures to monitor this support.</p>	<p>Key district leaders will monitor Novice Teacher Mentoring frequency, duration, and focus areas through the KickUp Professional Learning and Growth Systems.</p>	<p>Director of Human Resources, Director of Teaching and Learning, and/or Reading Coaches, as appropriate</p>	<p>Director of Human Resources</p>
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<p>Establishing of model classrooms within the school</p>	<p>Model classrooms and peer teachers are discussed as part of the quarterly data meetings and monthly admin meetings.</p> <p>Peer-to-peer support is encouraged. When necessary, model classrooms are also provided within the district and admin or a coach are encouraged to observe together with the identified teacher to note best practices, identify effective structures, problem solve, goal set, and then plan for professional support back at their schools.</p>	<p>Administrators or coaches are encouraged to observe and debrief model classroom visits with the identified educator.</p>	<p>District coaches help support and establish model classrooms within schools and within district. They also make suggestions for the inclusion of models in coaching/support plans.</p>	<p>District Coaches</p>	<p>Director of Teaching and Learning</p>
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<p>Providing teachers with time weekly to meet together for professional development including lesson study and PLCs</p>	<p>Professional learning focused on master scheduling is provided within district and through NEFEC. Common planning and PLC structures are a portion of this professional learning.</p>	<p>While our administrators intentionally do not attend all PLCs, agendas and rosters are submitted at the school level and ultimately are submitted to the district.</p> <p>In addition, district reading coaches prioritize their time to attend and engage in the role of knowledgeable other at PLCs monthly in schools.</p>	<p>Agendas or notes and rosters are submitted for inservice points at the end of the year.</p>	<p>District PD Specialist</p>	<p>Director of Teaching and Learning</p>
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## Instruction

K-5 Uninterrupted 90 minute Daily Reading Block per 6A-6.053(9)(a) F.A.C.

Requirement	How is it communicated to principals?	How is it monitored by principals?	How is it reported to the district?	To whom is it reported at the district?	How often is it reported to the district?
Whole group instruction utilizing an evidence-based sequence of reading instruction	K12 Reading Plan Meetings, District Year at a Glance and mapping documents, Admin Meetings, Professional Learning Sessions	PLC team planning sessions, informal and formal walkthrough	Informal and formal walkthrough data  In addition, administrators also communicate regularly with district Reading Coaches. As concerns or questions arise, they have a consistent supporter to reach out to.	HR Director, Director of Teaching and Learning	Quarterly
Small group differentiated instruction in order to meet individual student needs	K12 Reading Plan K12 Reading Plan Meetings, District Year at a Glance and mapping documents, Admin Meetings, Professional Learning Sessions	PLC team planning sessions, informal and formal walkthrough	Informal and formal walkthrough data  In addition, administrators also communicate regularly with district Reading Coaches. As concerns or questions arise, they have a consistent supporter to reach out to.	HR Director, Director of Teaching and Learning	Quarterly

## Budget per 6A-6.053(2) F.A.C.

How is the district prioritizing K-3 students with substantial reading deficiencies in the use of its Research-Based Reading Instruction Allocation funds?

We have a total of 5 district Reading Coaches.– 3 elementary, 1 middle, and 1 high school. Currently, 2 of the 3 elementary coaches focus primarily on grades K-3. While they are not all funded out of the Research-Based Reading Instruction Allocation funds, they all support our teachers.

This year, we are also using a portion of our RIA funds to fund a K-3 Reading Intervention Teacher for Mellon Elementary School, an identified Lowest 300 school with a demonstrated priority need.

In addition, a portion of our RIA funds will be used to purchase Open Court Foundational Skills Kits for our 3<sup>rd</sup> grade classrooms. We were able to purchase and implement Open Court in our K-2 classrooms last year and our mid-year data showed drastic improvements on the i-Ready Diagnostic in the area of phonics.

Reading Allocation Budget Item	Amount
Estimated proportional share distributed to district charter	26,415.30
District expenditures on reading coaches assigned to elementary schools – 4 coaches	210,008.26
District expenditures on reading coaches assigned to secondary schools – 2 coaches	118,600.26
District expenditures on intervention teachers assigned to elementary schools – 1 partial interventionist (Mellon Elementary School)	43026.60
District expenditures on intervention teachers assigned to secondary schools	
District expenditures on supplemental materials or interventions for elementary schools – Open Court	130,254.58
District expenditures on supplemental materials or interventions for secondary schools	
District expenditures on reading coaches assigned to elementary schools	
District expenditures on reading coaches assigned to secondary schools	
District expenditures on professional development	
District expenditures on helping teachers earn the reading endorsement	
District expenditures on summer reading camps	
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	
Flexible Categorical Spending	
Sum of Expenditures	
Amount of District Research-Based Reading Instruction Allocation	\$528,305

## Summer Reading Camp

All Summer Reading Camp teachers are required to be highly effective and reading endorsed/certified. An addendum will be sent out the last week of August 2020 requesting specific information.

What evidence-based instructional materials are being used for Summer Reading Camp?

<a href="#">Open Court Reading</a> – oral language, phonemic awareness, phonics, fluency	Strong Evidence
<a href="#">Leveled Literacy Instruction</a> – fluency and comprehension	Strong Evidence
<a href="#">i-Ready Individualized Instructional Path</a> – all areas of reading	Moderate Evidence
i-Ready Diagnostic – pre and post assessment	

We also incorporate read alouds using the upcoming Sunshine State Readers and provide texts from the B.E.S.T. sample text lists in book bins for independent reading time.

Will students in grades other than 3 be served also? Yes  No  Unsure at this time.

If yes, which grade levels?

## Reading Allocation Literacy Coaches

Minimum Qualifications per 6A-6.053(6)(d) F.A.C.:

Coaches must meet the following criteria:

- reading endorsement or reading certification
- experience as successful classroom teachers
- knowledge of evidence-based reading research
- special expertise in quality reading instruction and infusing reading strategies into instruction
- data management skills
- strong knowledge base in working with adult learners
- excellent communication skills
- outstanding presentation, interpersonal, and time-management skills

An addendum will be sent out the last week of August 2020 requesting specific information.

What problem-solving method was used to determine which schools have the greatest need based on student performance data in reading per 6A-6.053 F.A.C.? (Please attach any rubrics or related artifacts)

Attachment 1: District-Wide Reflector Logs showing prioritization of school support hours  
Attachment 2: Example of Data Conversation Presentation Template  
Attachment 3: Mid-year Student Performance Flow Chart  
Attachment 4: Priority Professional Learning Alignment Tool  
Attachment 5: Analysis and Planning for Student Learning Tool

How have you communicated to principals, coaches, teachers, and district staff that coaches are not asked to perform administrative functions that will confuse their role for teachers; and that they are to spend limited time administering or coordinating assessments?

This is communicated through our updated job descriptions, our instructional support logging and monitoring tools (Reflector and KickUp systems), and emphasized in professional learning. Coaching log data is monitored quarterly and shared, discussed, and problem-solved in our team data meetings. These team meetings are also informed by the administrator data chat meetings that occur quarterly.

Who is monitoring whether that is adhered to? Whom do coaches go to with concerns if these requirements are not followed?

Director of Teaching and Learning

Coaching  
Model per

## 6A-6.053(6)(b) F.A.C.

Is your district using the Just Read, Florida! coaching model? Yes  No

If you checked no, please complete and submit the Alternative Coaching Model document.

We also have several coaches certified in the Lastinger Center Coaching Model and have provided training for coaches through NEFEC's work with Steve Barkley.

If you checked yes, please fill out the following chart:

**Requirements of the Just Read, Florida! Coaching Model per 6A-6.053(6)(c) F.A.C.**

- Provide professional development on the following:
  - the major reading components, as needed, based on an analysis of student performance data
  - administration and analysis of instructional assessments
  - providing differentiated instruction and intensive intervention
- Model effective instructional strategies for teachers
- Facilitate study groups
- Train teachers in data analysis and using data to differentiate instruction
- Coach and mentor colleagues
- Provide daily support to classroom teachers
- Work with teachers to ensure that evidence-based reading programs are implemented with fidelity
- Help to increase instructional density to meet the needs of all students
- Help lead and support reading leadership teams at their school(s)
- Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies
- Work frequently with students in whole and small group instruction to model and coach in other teachers' classrooms

<i>How are these requirements being communicated to principals?</i>	<i>How are coaches recording their time and tasks?</i>	<i>Who at the district level is monitoring this?</i>	<i>How often is the data being reviewed?</i>	<i>What problem-solving steps are in place for making decisions based on the data?</i>
Admin Meetings, Quarterly Data Chats with Administrators,	Coaches record their instructional support through the Reflector Tool. We will be moving to the Kickup Professional Learning and Growth System in the fall.	Director of Teaching and Learning	Quarterly	Please see specific documents related to prioritization of support and data chats.

**Other Considerations**

**Reading Intervention Data Element per 6A-6.053(7)(e)**

Reporting of data elements is required by the K-12 Comprehensive Evidence-Based Reading Plan within the Automated Student and Staff Data Base System. These data elements include:

- Student Enrollment in Reading Intervention;
- Reading Endorsement competency status for teachers;
- Reading Certification progress status for teachers.

**Charter schools per 6A-6.053(5)**

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

## Instructional Continuity Plan

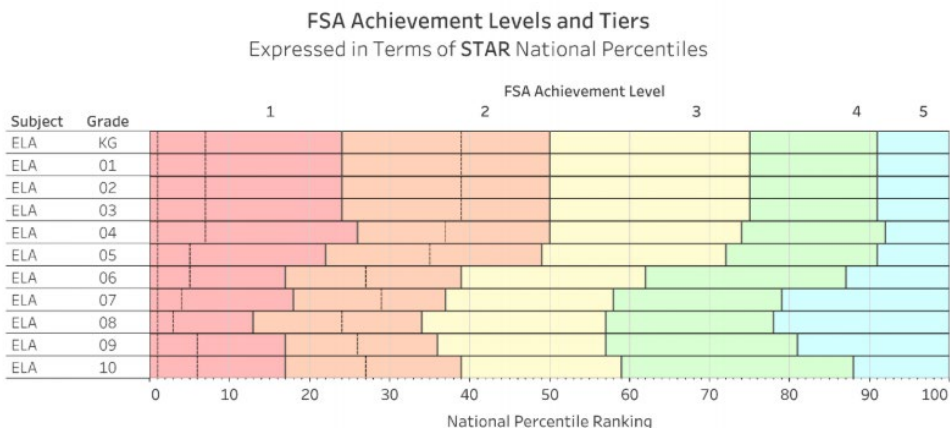
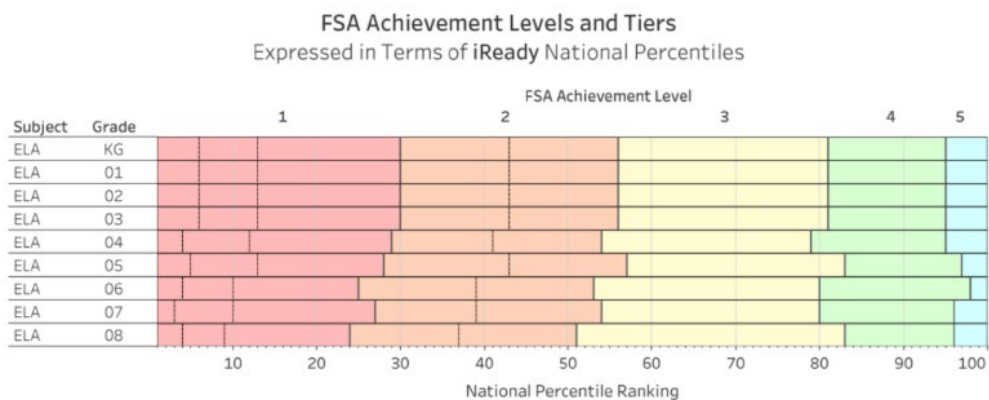
Given that it is important to plan ahead for any contingency, please attach your Instructional Continuity Plan for 2020-2021 if you wish to have it reviewed by Just Read, Florida! We will offer feedback and suggest resources.

## Curriculum/Instruction/Assessment Decision Trees per 6A-6.053(9)(c)

Use the following decision tree template to address ALL district students. What follows is one tree that can be copied as needed. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- The grade level(s) of students the decision tree is addressing
- 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
- A description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3
- Information on how the Florida Kindergarten Readiness Screener will be used to identify students for intervention
- Core curriculum and K-12 intervention materials that address the six (6) components of reading: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension
- The methods for providing reading instruction and intervention to students who may continue to receive instruction through distance or blended learning



## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** K-5

**IF:**

Student meets the following criteria at beginning of school year:  
*K – FLKRS 10<sup>th</sup> percentile or greater and 36<sup>th</sup> percentile or higher on the i-Ready Diagnostic*  
*1<sup>st</sup> – 36<sup>th</sup> percentile or higher on the i-Ready Diagnostic*  
*2<sup>nd</sup> – 36<sup>th</sup> percentile or higher on the i-Ready Diagnostic*  
*3<sup>rd</sup> – 36<sup>th</sup> percentile or higher on the i-Ready Diagnostic and no 3<sup>rd</sup> grade retention*  
*4<sup>th</sup> – 36<sup>th</sup> percentile or higher on i-Ready Diagnostic and Level 2 or higher on the most recent FSA*  
*5<sup>th</sup> - 36<sup>th</sup> percentile or higher on i-Ready Diagnostic and Level 2 or higher on the most recent FSA*

**THEN:**

**TIER 1 Only**

**TIER 1**

*Initial instruction:*

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

**Core Curriculum**

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

K-2<sup>nd</sup> Grade: [Journeys](#) and [Open Court Reading Foundational Skills Kits](#) or [Being a Reader \(Strong Evidence-BEE\)](#), [Making Meaning](#)  
 3<sup>rd</sup> Grade: [Journeys](#), [Open Court Reading Foundational Skills Kits](#), [Pilot LSI Curriculum Units](#)  
 4-5<sup>th</sup> Grade: [Journeys](#), [Pilot LSI Curriculum Units](#)

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

1. I-Ready Growth Monitoring Assessments-approximately every 2-3 weeks
2. Being a Reader Assessments - Every 4 weeks, 2 per set
3. Open Court Assessments- Every 5 days

1. 60% or higher on i-Ready Growth Monitoring Assessments
2. Mastery demonstrated on Being a Reader Assessments
3. Mastery demonstrated on Open Court Assessments

1. Consistent lack of mastery on i-Ready Growth Monitoring despite some small group support and accommodations
2. Continued lack of mastery on Being a Reader Assessments despite some small group support and accommodations
3. Continued lack of mastery on Open Court Assessments despite

			some small group support and accommodations
	<p><b>How is the effectiveness of Tier 1 instruction being monitored?</b></p> <p>Tier I instruction is monitored by administrators, school-based coaches, district-based coaches, PCSD Area Directors, and peer walkthroughs/observations</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b></p> <p>District-based reading coaches support proactively through learning community models. Grade level teams plan and design lessons, problem-solve identified challenges, and plan for supports and interventions.</p> <p>Other procedures for identifying potential problems of practice in Tier 1 instruction include: Informal and formal walkthroughs, rigor walks, conditions walks, and school reading walks</p> <p>Forms used for problem-solving and creating plans for support are included in the artifacts section.</p>	
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b></p> <p>District-based reading coaches and the Department of Teaching and Learning have worked with Instructional Partners, LSI, and Impact Florida to incorporate tools for analyzing curriculum tools and identifying strengths and weaknesses. We participated in <a href="#">LSI's Curriculum Diagnostic</a> and then began making adaptations and creating units of study in partnership with their expert curriculum team.</p> <p>We currently monitor the effectiveness of the pilot units using an adapted version of the Instructional Practice Guides.</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b></p> <p>We have already identified weaknesses in Journeys in both standards-alignment and foundational skills. This prompted PCSD to purchase Open Court Foundational Skills Kits for K-3 for most schools and Collaborative Classroom's SIPPS and Being a Reader for K-2 in some schools, depending on identified student needs.</p>	
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b></p> <p>All of our core resources have some digital components available. We use our district's learning management system, Canvas, to ensure continuous instruction for students. We provide options for both synchronous and asynchronous learning through tools like Canvas, Google Meets, and Zoom. We will also send some materials home with students for activities for some interventions: letter cards, word cards, highlighters, specific print materials, etc. may be sent home for students needing to virtual intervention support.</p>		

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:  <i>K –1<sup>st</sup>-10<sup>th</sup> Percentile on FLKRS and 16<sup>th</sup> -35<sup>th</sup> percentile on i-Ready Diagnostic</i>  <i>1<sup>st</sup>: 16<sup>th</sup>-35<sup>th</sup> percentile on i-Ready Diagnostic</i>  <i>2<sup>nd</sup>: 16<sup>th</sup>-35<sup>th</sup> percentile on i-Ready Diagnostic</i>  <i>3<sup>rd</sup>: 11<sup>th</sup>-35<sup>th</sup> percentile on i-Ready Diagnostic and no 3<sup>rd</sup> grade retention</i>  <i>4<sup>th</sup>: 11<sup>th</sup>-35<sup>th</sup> percentile on i-Ready Diagnostic and Level 1 on the most recent FSA ELA</i>  <i>5<sup>th</sup>: 11<sup>th</sup>-35<sup>th</sup> percentile on i-Ready Diagnostic and Level 1 on the most recent FSA ELA</i></p>
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<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>
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<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• <i>are standards-aligned</i></li> <li>• <i>address gaps and reduce barriers to students’ ability to meet Tier 1 expectations</i></li> <li>• <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>• <i>are matched to the needs of the students</i></li> <li>• <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>• <i>occurs during time allotted in addition to core instruction</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>		<b>TIER 2 Progress Monitoring</b>		
			<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>
<a href="#">Systematic Instruction in Phonemic Awareness and Phonics</a>		SIPPS Mastery Assessment (Averages 1 every 2 weeks, 6 available per level)	Discontinuation of Tier 2 will be considered if the student demonstrates consistent mastery of the SIPPS Mastery Assessments at or approaching grade level and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student demonstrates consistent progress or mastery on SIPPS Mastery Assessments but is not yet at or approaching grade level and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate mastery on SIPPS Mastery Assessments at or approaching grade level and/or the student does not score in the designated percentile range or higher on the i-Ready Diagnostic. In K-2, a student scores at the 15 <sup>th</sup> percentile or below. In 3-5 <sup>th</sup> , a student scores at the 10 <sup>th</sup> percentile or below.



	<a href="#">Open Court</a> – Differentiated Instruction Small Group Materials	Open Court Foundational Skills Weekly Assessment (Every Day 5 of Lesson Path)	Discontinuation of Tier 2 will be considered if the student demonstrates consistent mastery of the Open Court Foundational Skills Weekly Assessments and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student demonstrates consistent progress or mastery Open Court Foundational Skills Weekly Assessments and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate mastery on Open Court Foundational Skills Weekly Assessments and/or the student does not score in the designated percentile range or higher on the i-Ready Diagnostic. In K-2, a student scores at the 15 <sup>th</sup> percentile or below. In 3-5 <sup>th</sup> , a student scores at the 10 <sup>th</sup> percentile or below.
	<a href="#">i-Ready Tools for Instruction Lessons - Small Group Fluency Instruction</a>	<a href="#">DIBELS FSF (Weekly)</a> or <a href="#">PSF (Weekly)</a>	Discontinuation of Tier 2 will be considered if the student demonstrates consistent grade level expectations for rate, accuracy, and prosody on Weekly DIBELS or PSF assessments and scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student continues to show growth toward grade level expectations for rate, accuracy, and prosody on Weekly DIBEL or PSF assessments and the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not consistently show growth toward level expectations for rate, accuracy, and prosody on Weekly DIBEL or PSF assessments and/or the student does not score in the designated percentile range or higher on the i-Ready Diagnostic. In K-2, a student scores at the 15 <sup>th</sup> percentile or below. In 3-5 <sup>th</sup> , a student scores at the

				10 <sup>th</sup> percentile or below.	
	<a href="#">i-Ready Individualized Instructional Path</a>	i-Ready Standards Mastery (Every 2-3 weeks)	Discontinuation of Tier 2 will be considered if the student demonstrates consistent mastery of the i-Ready Standards Mastery Assessments at or approaching grade level and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student demonstrates consistent progress or mastery on i-Ready Standards Mastery Assessments and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate mastery on i-Ready Standards Mastery Assessments and/or the student does not score in the designated percentile range or higher on the i-Ready Diagnostic. In K-2, a student scores at the 15 <sup>th</sup> percentile or below. In 3-5 <sup>th</sup> , a student scores at the 10 <sup>th</sup> percentile or below.
	<a href="#">FCRR Activities based on specific identified needs</a>	<a href="#">Easy CBM</a> Comprehension Probes (3-5 only) or <a href="#">Easy CBM</a> Vocabulary Probes (2-5 only) or <a href="#">DIBELS FSF (Weekly)</a> or <a href="#">PSF (Weekly)</a>	Discontinuation of Tier 2 will be considered if the student demonstrates consistent mastery or growth on either the Easy CBMs for Comprehension or Vocabulary or the DIBELS FSF (Depending on area of focus and need) and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student demonstrates consistent mastery or growth on either the Easy CBMs for Comprehension or Vocabulary or the DIBELS FSF (depending on area of focus and need) and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate mastery or growth on either the Easy CBMs for Comprehension or Vocabulary or the DIBELS FSF (depending on area of focus and need) and/or the student does not score in the designated percentile range or higher on the i-Ready Diagnostic. In K-2, a student

				scores at the 15 <sup>th</sup> percentile or below. In 3-5 <sup>th</sup> , a student scores at the 10 <sup>th</sup> percentile or below.
<a href="#">Voyager Sopris: Rewards Phonics (3<sup>rd</sup>-5<sup>th</sup> Grade)</a>	Rewards Formal Assessments (Every 10 Days)	Discontinuation of Tier 2 will be considered if the student demonstrates consistent mastery of the Rewards Formal Assessments and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student demonstrates consistent progress or mastery on Rewards Formal Assessments and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate progress or mastery on Rewards Formal and/or the student does not score in the designated percentile range or higher on the i-Ready Diagnostic. In K-2, a student scores at the 15 <sup>th</sup> percentile or below. In 3-5 <sup>th</sup> , a student scores at the 10 <sup>th</sup> percentile or below.
<a href="#">Leveled Literacy Intervention (LLI)</a>	Running Records Every 2 Weeks (Fluency, Accuracy, Prosody, Comprehension)	Discontinuation of Tier 2 will be considered if the student demonstrates consistent growth and mastery on LLI Running Records at a level that is at or approaching grade level and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student demonstrates consistent growth and mastery on LLI Running Records at a level that is at or approaching grade level and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate progress or mastery demonstrates consistent growth and mastery on LLI Running Records at a level that is at or approaching grade level and/or the student does not score in the designated percentile range

					or higher on the i-Ready Diagnostic. In K-2, a student scores at the 15 <sup>th</sup> percentile or below. In 3-5 <sup>th</sup> , a student scores at the 10 <sup>th</sup> percentile or below.
	<a href="#">Imagine Learning Language</a>	<a href="#">Easy CBM</a> Vocabulary Probes (2-5 only)	Discontinuation of Tier 2 will be considered if the student demonstrates consistent mastery or growth on either the Easy CBMs for Vocabulary and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student demonstrates consistent mastery or growth on either the Easy CBMs for vocabulary and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate mastery or growth on either the Easy CBMs for Vocabulary and/or the student does not score in the designated percentile range or higher on the i-Ready Diagnostic. In K-2, a student scores at the 15 <sup>th</sup> percentile or below. In 3-5 <sup>th</sup> , a student scores at the 10 <sup>th</sup> percentile or below.
	<a href="#">Comprehension Toolkit</a>	<a href="#">Easy CBM</a> Comprehension Probes (3-5 only)	Discontinuation of Tier 2 will be considered if the student demonstrates consistent mastery or growth on either the Easy CBMs for Comprehension and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student demonstrates consistent mastery or growth on either the Easy CBMs for Comprehension and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate mastery or growth on either the Easy CBMs for Comprehension and/or the student does not score in the designated percentile range

				or higher on the i-Ready Diagnostic. In K-2, a student scores at the 15 <sup>th</sup> percentile or below. In 3-5 <sup>th</sup> , a student scores at the 10 <sup>th</sup> percentile or below.
<a href="#">Accessing Complex Texts (Leveled)</a>	<a href="#">Easy CBM</a> Comprehension Probes (3-5 only)	Discontinuation of Tier 2 will be considered if the student demonstrates consistent mastery or growth on either the Easy CBMs for Comprehension and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student demonstrates consistent mastery or growth on either the Easy CBMs for Comprehension and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate mastery or growth on either the Easy CBMs for Comprehension and/or the student does not score in the designated percentile range or higher on the i-Ready Diagnostic. In K-2, a student scores at the 15 <sup>th</sup> percentile or below. In 3-5 <sup>th</sup> , a student scores at the 10 <sup>th</sup> percentile or below.
<b>Number of times a week intervention provided</b> <i>Typically, Tier 2 interventions occur 3-5 days per weeks. These are outlined specifically in individual student MTSS plans.</i>	Varies	<b>Number of minutes per intervention session</b> <i>Typically, Tier 2 interventions are 30 minutes in length. However, some programs show higher effect with less or more time. Minutes per week are outlined specifically in individual student MTSS plans.</i>	Varies	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>We worked with our MTSS coordinators, coaches, teachers, and admin throughout the school year to assess the effectiveness of interventions. We also worked with a partnering organization to do a historical data study on several of our Tier 2 and Tier 3 interventions this year. K12 Lift analyzed the effectiveness of Mindplay, Systems 44 and Read 180, and Teengagement. They have also provided PCSD with reports outlining comparisons between i-Ready Diagnostic data and historical FSA data.</p>				

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

Please see each individual hyperlink for evidence.

- [Systematic Instruction in Phonemic Awareness and Phonics](#) – Moderate
- [Open Court](#) – Differentiated Instruction Small Group Materials – Strong
- [i-Ready Individualized Instructional Path](#) – Moderate
- [FCRR Activities based on specific identified needs](#) – Promising
- [Voyager Sopris: Rewards Phonics \(3<sup>rd</sup>-5<sup>th</sup> Grade\)](#) – Moderate
- [Leveled Literacy Intervention \(LLI\)](#) - Strong
- [Imagine Learning Language](#) – Moderate
- [Comprehension Toolkit](#) – Moderate
- [Accessing Complex Texts \(Leveled\)](#) - Moderate

**How are Tier 2 interventions modified for students who receive interventions through distance learning?**

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

<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>K –1<sup>st</sup>-10<sup>th</sup> Percentile on FLKRS and 1<sup>st</sup>-15<sup>th</sup> percentile on i-Ready Diagnostic</i> <i>1<sup>st</sup>: 1<sup>st</sup>-15<sup>th</sup> percentile on i-Ready Diagnostic</i> <i>2<sup>nd</sup>: 1<sup>st</sup>-15<sup>th</sup> percentile on i-Ready Diagnostic</i> <i>3<sup>rd</sup>: 1<sup>st</sup>-15<sup>th</sup> percentile on i-Ready Diagnostic and no 3<sup>rd</sup> grade retention</i> <i>4<sup>th</sup>: 1<sup>st</sup>-15<sup>th</sup> percentile on i-Ready Diagnostic and Level 1 on the most recent FSA ELA</i> <i>5<sup>th</sup>: 1<sup>st</sup>-15<sup>th</sup> percentile on i-Ready Diagnostic and Level 1 on the most recent FSA ELA</i>		
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>		
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	Immediate, intensive intervention: <ul style="list-style-type: none"> <li>extended time</li> <li>targeted instruction based on student need</li> <li>small group or one-on-one instruction</li> <li>accommodations (IEP, ESOL, or 504)</li> <li>more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li><i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>		
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>	
	<a href="#">Systematic Instruction in Phonemic Awareness and Phonics</a>	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>
	SIPPS Mastery Assessment (Averages 1 every 2 weeks, 6 available per level)	Discontinuation of Tier 3 interventions will be considered if the student demonstrates consistent progress or mastery on SIPPS Mastery Assessments in a level that is approaching grade level and/or the student scores in the 16 <sup>th</sup> percentile or higher on i-Ready.	Changes to Tier 3 interventions will be considered if the student: <ul style="list-style-type: none"> <li>does not consistently demonstrate mastery or progress on SIPPS Mastery Assessments at or approaching grade level</li> <li>the student does not score in the 16<sup>th</sup> percentile or higher on the i-Ready Diagnostic</li> <li>the student demonstrated mastery on SIPPS Mastery Assessments at or approaching grade level and an additional</li> </ul>

				significant area of need is now prioritized
	Language for Learning	Language for Learning Assessments (Every 10-14 days)	Discontinuation of Tier 3 interventions will be considered if the student demonstrates consistent progress or mastery on Language for Learning Assessments and/or the student scores in the 16 <sup>th</sup> percentile or higher on i-Ready.	Changes to Tier 3 interventions will be considered if the student: <ul style="list-style-type: none"> <li>• does not consistently demonstrate mastery or progress on Language for Learning Assessments</li> <li>• does not score in the 16<sup>th</sup> percentile or higher on the i-Ready Diagnostic</li> <li>• demonstrate consistent mastery or growth on the Language for Learning Assessments and an additional significant area of need is now prioritized</li> </ul>
	<a href="#">Mindplay</a>	Progress monitoring within program every 2 weeks	Discontinuation of Tier 3 interventions will be considered if the student demonstrates consistent progress or mastery on the embedded Mindplay Assessments and/or the student scores in the 16 <sup>th</sup> percentile or higher on i-Ready.	Changes to Tier 3 interventions will be considered if the student: <ul style="list-style-type: none"> <li>• does not consistently demonstrate mastery or progress on Mindplay Assessments</li> <li>• does not score in the 16<sup>th</sup> percentile or higher on the i-Ready Diagnostic</li> <li>• demonstrate consistent mastery or</li> </ul>



				growth on the Mindplay Assessments and an additional significant area of need is now prioritized
	<a href="#">SRA Corrective Reading</a>	<a href="#">Easy CBM</a> Comprehension Probes (3-5 only)	Discontinuation of Tier 3 interventions will be considered if the student demonstrates consistent progress or mastery on Easy CBM Comprehension Assessments and/or the student scores in the 16 <sup>th</sup> percentile or higher on i-Ready.	Changes to Tier 3 interventions will be considered if the student: <ul style="list-style-type: none"> <li>• does not consistently demonstrate mastery or progress on Easy CBM Comprehension Assessments</li> <li>• the student does not score in the 16<sup>th</sup> percentile or higher on the i-Ready Diagnostic</li> <li>• the student demonstrated mastery on Easy CBM Comprehension Assessments and an additional significant area of need is now prioritized</li> </ul>
	<a href="#">Leveled Literacy Intervention (LLI)</a>	Running Records Every 2 Weeks (Fluency)	Discontinuation of Tier 3 interventions will be considered if the student demonstrates consistent progress or meets grade level expectations on the LLI Running Records at a level that is at or approaching grade level and/or the student scores in the 16 <sup>th</sup> percentile or higher on i-Ready.	Changes to Tier 3 interventions will be considered if the student: <ul style="list-style-type: none"> <li>• does not consistently demonstrate progress on the LLI Running Record Assessments at a level</li> </ul>

				<p>that is at or approaching grade level</p> <ul style="list-style-type: none"> <li>the student does not score in the 16<sup>th</sup> percentile or higher on the i-Ready Diagnostic</li> <li>the student consistently demonstrates progress and growth on the LLI Running Record Assessments in a level at or approaching grade level and an additional significant area of need is now prioritized</li> </ul>
	<p><a href="#">Imagine Learning Language</a></p>	<p><a href="#">Easy CBM</a> Vocabulary Probes (2-5 only)</p>	<p>Discontinuation of Tier 3 interventions will be considered if the student demonstrates consistent progress or mastery on Easy CBM Vocabulary Assessments and/or the student scores in the 16<sup>th</sup> percentile or higher on i-Ready.</p>	<p>Changes to Tier 3 interventions will be considered if the student:</p> <ul style="list-style-type: none"> <li>does not consistently demonstrate mastery or progress on Easy CBM Vocabulary Assessments</li> <li>the student does not score in the 16<sup>th</sup> percentile or higher on the i-Ready Diagnostic</li> <li>the student demonstrated mastery on Easy CBM Vocabulary Assessments and an additional</li> </ul>

				significant area of need is now prioritized
	<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>			
	<p><b>Number of times a week intervention provided</b> Typically, Tier 3 interventions occur 3-5 days per weeks. These are outlined specifically in individual student MTSS plans.</p>	<p><b>Varies</b></p>	<p><b>Number of minutes per intervention session</b> Typically, Tier3 interventions are 20-30 minutes in length. However, some programs show higher effect with less or more time, more intensity, or smaller groups. Time, intensity, and duration per week are outlined specifically in individual student MTSS plans.</p>	<p><b>Varies</b></p>
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b> We worked with our MTSS coordinators, coaches, teachers, and admin throughout the school year to assess the effectiveness of interventions. We also worked with a partnering organization to do a historical data study on several of our Tier 2 and Tier 3 interventions this year. K12 Lift analyzed the effectiveness of Mindplay, Systems 44 and Read 180, and Teengagement. They have also provided PCSD with reports outlining comparisons between i-Ready Diagnostic data and historical FSA data.</p>			
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b> Please see each individual hyperlink for evidence.</p> <ul style="list-style-type: none"> <li>• <a href="#">Systematic Instruction in Phonemic Awareness and Phonics</a> – Moderate</li> <li>• <a href="#">Leveled Literacy Intervention (LLI)</a> - Strong</li> <li>• <a href="#">Imagine Learning Language</a> – Moderate</li> <li>• <a href="#">Mindplay</a> – Promising to Moderate</li> <li>• <a href="#">SRA Corrective Reading</a> - Moderate</li> </ul>			
	<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b> Most of our intervention resources have some digital components available. We use our district’s learning management system, Canvas, to ensure continuous instruction for students. We provide options for both synchronous and asynchronous learning through tools like Canvas, Google Meets, and Zoom. We will also send some materials home with students for activities for some interventions: letter cards, word cards, highlighters, specific print materials, etc. may be sent home for students needing to virtual intervention support.</p>			

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** 6-8<sup>th</sup> Grade

**IF:**

Student meets the following criteria at beginning of school year:

*6<sup>th</sup> – 36<sup>th</sup> percentile or higher on the i-Ready Diagnostic*

*7<sup>th</sup> – 36<sup>th</sup> percentile or higher on i-Ready Diagnostic and Level 2 or higher on the most recent FSA*

*8<sup>th</sup> – 36<sup>th</sup> percentile or higher on i-Ready Diagnostic and Level 2 or higher on the most recent FSA*

**THEN:**

**TIER 1 Only**

*Initial instruction:*

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

*Core Curriculum*

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

6-8<sup>th</sup>: [Collections](#), [LSI Pilot Units](#)

*Progress Monitoring*

**TIER 1**

*Assessment & Frequency*

*Performance Criteria that indicates Tier 1 is sufficient*

*Performance Criteria to that would prompt addition of Tier 2 interventions*

1. I-Ready Growth Monitoring Assessments-approximately every 2-3 weeks  
2. Collections Unit Assessments  
3. Pilot Unit Performance Tasks

1. 60% or higher on i-Ready Growth Monitoring Assessments  
2. 60% or higher on Collections Unit Assessments  
3. 6 or higher on Pilot Unit Performance Tasks

1. Consistent lack of mastery on i-Ready Growth Monitoring despite some small group support and accommodations  
2. Consistent lack of mastery on Collections Unit Assessments  
3. Consistent lack of mastery on Pilot Unit Performance Tasks

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

Tier 1 instruction is monitored by administrators, school-based coaches, district-based coaches, PCSD Area Directors, and peer walkthroughs/observations

***What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?***

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

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

		Forms used for problem-solving and creating plans for support are included in the artifacts section.
	<p><b><i>How is the effectiveness of Tier 1 curriculum being monitored?</i></b></p> <p>District-based reading coaches and the Department of Teaching and Learning have worked with Instructional Partners, LSI, and Impact Florida to incorporate tools for analyzing curriculum tools and identifying strengths and weaknesses. We participated in <a href="#">LSI's Curriculum Diagnostic</a> and then began making adaptations and creating units of study in partnership with their expert curriculum team.</p> <p>We currently monitor the effectiveness of the pilot units using an adapted version of the Instructional Practice Guides.</p>	<p><b><i>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</i></b></p> <p>We have already identified weaknesses in Collections in both standards-alignment and foundational skills. This prompted PCSD partner with LSI to create strong, aligned units of studies using Collections, Common Lit, and NewsELA.</p>
	<p><b><i>How is instruction modified for students who receive instruction through distance learning?</i></b></p> <p>All of our core resources have some digital components available. We use our district's learning management system, Canvas, to ensure continuous instruction for students. We provide options for both synchronous and asynchronous learning through tools like Canvas, Google Meets, and Zoom. We will also send some materials home with students for activities for some interventions: letter cards, word cards, highlighters, specific print materials, etc. may be sent home for students needing to virtual intervention support.</p>	

<b>IF:</b>	Student meets the following criteria at beginning of school year: <i>6<sup>th</sup>: 16<sup>th</sup>-35<sup>th</sup> percentile on i-Ready Diagnostic and Level 1 on the most recent FSA ELA</i> <i>7<sup>th</sup>: 16<sup>th</sup>-35<sup>th</sup> percentile on i-Ready Diagnostic and Level 1 on the most recent FSA ELA</i> <i>8<sup>th</sup>: 16<sup>th</sup>-35<sup>th</sup> percentile on i-Ready Diagnostic and Level 1 on the most recent FSA ELA</i>				
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>				
<b>TIER 1 instruction and TIER 2 interventions</b>	<i>Interventions:</i> <ul style="list-style-type: none"> <li>• are standards-aligned</li> <li>• address gaps and reduce barriers to students' ability to meet Tier 1 expectations</li> <li>• provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</li> <li>• are matched to the needs of the students</li> <li>• provide multiple opportunities to practice the targeted skill(s) and receive feedback</li> <li>• occurs during time allotted in addition to core instruction</li> <li>• includes accommodations (IEP, ESOL or 504)</li> </ul>				
	<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 2 Progress Monitoring</b>			
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
	<a href="#">i-Ready Tools for Instruction Lessons - Small Group Fluency Instruction</a>	<a href="#">DIBELS FSF (Weekly)</a> or <a href="#">PSF (Weekly)</a>	Discontinuation of Tier 2 will be considered if the student demonstrates consistent mastery or progress on the DIBELS FSF or PSF and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student demonstrates consistent mastery or progress on the DIBELS FSF or PSF and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate mastery on the DIBELS FSF or PSF and/or the student does not score in the 16 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.
<a href="#">i-Ready Individualized Instructional Path</a>	Standards Mastery Assessments (every 2-3 weeks)	Discontinuation of Tier 2 will be considered if the student demonstrates consistent mastery on the i-Ready Standards Mastery Assessment and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student demonstrates consistent mastery on the i-Ready Standards Mastery Assessment and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate mastery on the i-Ready Standards Mastery Assessment and/or the student does not score in the 16 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	

	<a href="#">Imagine Learning Language</a>	<a href="#">Easy CBM Vocabulary Probes (2-5 only)</a>	Discontinuation of Tier 2 will be considered if the student demonstrates consistent mastery on the Easy CBM Vocabulary Assessments and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student demonstrates consistent mastery on Easy CBM Vocabulary Assessments and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate mastery on the Easy CBM Vocabulary Assessments and/or the student does not score in the 16 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.
	<a href="#">Systems 44</a>	Phonics Inventory and Reading Inventory every 4 weeks	Discontinuation of Tier 2 will be considered if the student shows growth and earns a Reading Inventory and or a Phonics Inventory score that is considered approaching or on grade level and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student shows growth on the Reading Inventory and/or the Phonics Inventory but has not yet met grade level expectations for one or both of the assessments and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not demonstrate growth on the Phonics Inventory <u>and</u> Reading Inventory and has not yet met grade level expectations for one or both of the assessments and/or the student does not score in the 16 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.
	<a href="#">Achieve 3000</a>	Lexile Assessment each month	Discontinuation of Tier 2 will be considered if the student demonstrates consistent growth in Lexile and earns a score within the appropriate grade band range and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student demonstrates consistent growth in Lexile but has not yet earned a score within or the appropriate grade band range and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate growth in Lexile and has not earned a score within the appropriate grade band range and/or the student does not score in the 16 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.
	<a href="#">Read 180</a>	Reading Inventory every 4 weeks	Discontinuation of Tier 2 will be considered if the student earns a Reading Inventory score that is	Continuation will be considered if the student shows growth on the Reading Inventory and/or the Phonics Inventory but has	The addition of Tier 3 interventions will be considered if the student does not demonstrate growth on the

			considered approaching or on grade level and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	not yet met grade level expectations for one or both of the assessments and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	Phonics Inventory <u>and</u> Reading Inventory and has not yet met grade level expectations for one or both of the assessments and/or the student does not score in the 16 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.
	<a href="#">Teengagement</a>	Standards Mastery Assessments every 2-3 weeks	Discontinuation of Tier 2 will be considered if the student demonstrates consistent mastery on Standards Mastery Assessments and/or scores at the 36 <sup>th</sup> percentile or higher on i-Ready Diagnostic.	Continuation will be considered if the student demonstrates inconsistent mastery on the Standards Mastery Assessments and/or the student does not score in the 36 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate mastery on the Standards Mastery Assessments and/or the student does not score in the 16 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.
	<b>Number of times a week intervention provided</b> <i>Typically, Tier 2 interventions occur 3-5 days per weeks. These are outlined specifically in individual student MTSS plans.</i>	Varies	<b>Number of minutes per intervention session</b> <i>Typically, Tier 2 interventions are 30 minutes in length. However, some programs show higher effect with less or more time. Minutes per week are outlined specifically in individual student MTSS plans.</i>	Varies	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>We worked with our MTSS coordinators, coaches, teachers, and admin throughout the school year to assess the effectiveness of interventions. We also worked with a partnering organization to do a historical data study on several of our Tier 2 and Tier 3 interventions this year. K12 Lift analyzed the effectiveness of Mindplay, Systems 44 and Read 180, and Teengagement. They have also provided PCSD with reports outlining comparisons between i-Ready Diagnostic data and historical FSA data.</p>					
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>• <a href="#">i-Ready Tools for Instruction Lessons - Small Group Fluency Instruction</a> – Promising to Moderate</li> <li>• <a href="#">i-Ready Individualized Instructional Path</a> - Moderate</li> <li>• <a href="#">Imagine Learning Language</a> - Moderate</li> <li>• <a href="#">Systems 44</a> - Strong</li> <li>• <a href="#">Achieve 3000</a> - Strong</li> <li>• <a href="#">Read 180</a> - Strong</li> <li>• <a href="#">Teengagement</a> - Moderate</li> </ul>					



	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Most of our interventions have some digital components available. We use our district’s learning management system, Canvas, to ensure continuous instruction and adapted interventions for students. We provide options for both synchronous and asynchronous learning through tools like Canvas, Google Meets, and Zoom. We will also send some materials home with students for activities for some interventions: letter cards, word cards, highlighters, specific print materials, etc. may be sent home for students needing to virtual intervention support.</p>
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<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:</p> <p>6<sup>th</sup>: 1<sup>st</sup>-15<sup>th</sup> percentile on i-Ready Diagnostic and Level 1 on the most recent FSA ELA</p> <p>7<sup>th</sup>: 1<sup>st</sup>-15<sup>th</sup> percentile on i-Ready Diagnostic and Level 1 on the most recent FSA ELA</p> <p>8<sup>th</sup>: 1<sup>st</sup>-15<sup>th</sup> percentile on i-Ready Diagnostic and Level 1 on the most recent FSA ELA</p>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <b>additional time allotted is in addition to core instruction and tier 2 interventions</b></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	<a href="#">Imagine Learning Language</a>	<p><a href="#">Easy CBM</a> Vocabulary Probes every 2 weeks</p>	<p>Discontinuation will be considered if the student demonstrates consistent mastery on Easy CBM Vocabulary Assessments and/or the student scores in the 16<sup>th</sup> percentile or higher on the i-Ready Diagnostic.</p>	<p>Changes to Tier 3 interventions will be considered if the student does not consistently demonstrate mastery on the Easy CBM Vocabulary Assessments and/or the student does not score in the 16<sup>th</sup> percentile or higher on the i-Ready Diagnostic.</p>
<a href="#">Systems 44</a>	<p>Phonics Inventory every 4 weeks</p>	<p>Discontinuation will be considered if the student shows growth on the Reading Inventory and/or the Phonics Inventory and is approaching level expectations for one or both of the assessments and/or the student scores in the 16<sup>th</sup> percentile or higher on the i-Ready Diagnostic.</p>	<p>Changes to the Tier 3 interventions will be considered if the student does not demonstrate growth on the Phonics Inventory <u>and</u> Reading Inventory and has not yet met grade level expectations for one or both of the assessments and/or the student does not</p>	

			score in the 16 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.
<a href="#">Achieve 3000</a>	Lexile Assessment each month	Discontinuation will be considered if the student demonstrates consistent growth in Lexile but has not yet earned a score within or the appropriate grade band range and/or the student scores in the 16 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	Changes to the Tier 3 interventions will be considered if the student does not consistently demonstrate growth in Lexile and has not earned a score within the appropriate grade band range and/or the student does not score in the 16 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.
<a href="#">Read 180</a>	Reading Inventory every 4 weeks	Discontinuation will be considered if the student shows consistent growth on the Reading Inventory and/or the Phonics Inventory and is approaching level expectations for one or both of the assessments and/or the student scores in the 16 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	Changes to the Tier 3 interventions will be considered if the student does not demonstrate growth on the Phonics Inventory <u>and</u> Reading Inventory and has not yet met grade level expectations for one or both of the assessments and/or the student does not score in the 16 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.
<a href="#">Teengagement</a>	Teengagement Comprehension Assessments, 1 per unit, every 2-3 weeks	Discontinuation will be considered if the student demonstrates consistent progress or \ mastery on the Standards Mastery Assessments and/or the student scores in the 16 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.	Changes to Tier 3 interventions will be considered if the student does not consistently demonstrate mastery on the Standards Mastery Assessments and/or the student does not score in the 16 <sup>th</sup> percentile or higher on the i-Ready Diagnostic.
<a href="#">Mindplay</a>	Progress Monitoring Assessments every 14 days of instruction	Discontinuation of Tier 3 interventions will be considered if the student demonstrates consistent progress or mastery on the embedded Mindplay Assessments and/or the student scores in the 16 <sup>th</sup> percentile or higher on i-Ready.	Changes to Tier 3 interventions will be considered if the student: <ul style="list-style-type: none"> <li>• does not consistently demonstrate mastery or progress on Mindplay Assessments</li> </ul>

				<ul style="list-style-type: none"> <li>• does not score in the 16th percentile or higher on the i-Ready Diagnostic</li> <li>• demonstrate consistent mastery or growth on the Mindplay Assessments and an additional significant area of need is now prioritized</li> </ul>
<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>				
<p><b>Number of times a week intervention provided</b> Typically, Tier 3 interventions occur 3-5 days per weeks. These are outlined specifically in individual student MTSS plans.</p>	<p><b>Varies</b></p>	<p><b>Number of minutes per intervention session</b> Typically, Tier 3 interventions are 20-30 minutes in length. However, some programs show higher effect with less or more time, more intensity, or smaller groups. Time, intensity, and duration per week are outlined specifically in individual student MTSS plans.</p>	<p><b>Varies</b></p>	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 intervention, including alignment with core curriculum and instruction?</b> We worked with our MTSS coordinators, coaches, teachers, and admin throughout the school year to assess the effectiveness of interventions. We also worked with a partnering organization to do a historical data study on several of our Tier 2 and Tier 3 interventions this year. K12 Lift analyzed the effectiveness of Mindplay, Systems 44 and Read 180, and Teengagement. They have also provided PCSD with reports outlining comparisons between i-Ready Diagnostic data and historical FSA data.</p>				
<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Imagine Learning Language</a> - Moderate</li> <li>• <a href="#">Systems 44</a> - Strong</li> <li>• <a href="#">Achieve 3000</a> - Strong</li> <li>• <a href="#">Read 180</a> - Strong</li> <li>• <a href="#">Teengagement</a> - Moderate</li> <li>• <a href="#">Mindplay</a> – Promising to Moderate</li> </ul>				
<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b> Most of our intervention resources have some digital components available. We use our district’s learning management system, Canvas, to ensure continuous instruction for students. We provide options for both synchronous and asynchronous learning through tools like Canvas, Google Meets, and Zoom. We will also send some materials home with students for activities for some interventions: letter cards, word cards, highlighters, specific print materials, etc. may be sent home for students needing to virtual intervention support.</p>				

## Curriculum, Instruction, and Assessment Decision Tree

**Grade Level(s):** 9<sup>th</sup>-12<sup>th</sup>

**IF:**

Student meets the following criteria at beginning of school year:  
 9<sup>th</sup>: 36<sup>th</sup> percentile or higher on the STAR Assessment and Level 2 or higher on the most recent FSA  
 10<sup>th</sup>: 39<sup>th</sup> percentile or higher on the STAR Assessment and Level 2 or higher on the most recent FSA  
 11<sup>th</sup>: Level 3 or higher on the most recent FSA OR concordant score  
 12<sup>th</sup>: Level 3 or higher on the most recent FSA OR concordant score

**THEN:**

**TIER 1 Only**

*Initial instruction:*

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

**Core Curriculum**

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

9-12<sup>th</sup>: [Collections](#), [LSI Pilot Units](#), [Springboard](#)

**Progress Monitoring**

**Assessment & Frequency**

**Performance Criteria that indicates Tier 1 is sufficient**

**Performance Criteria to that would prompt addition of Tier 2 interventions**

1. Collections Unit Assessments  
2. Pilot Unit Performance Tasks

1. 60% or higher on Collections Unit Assessments  
2. 6 or higher on Pilot Unit Performance Tasks

1. Consistent lack of mastery on Collections Unit Assessments  
2. Consistent lack of mastery on Pilot Unit Performance Tasks

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

Tier I instruction is monitored by administrators, school-based coaches, district-based coaches, PCSD Area Directors, and peer walkthroughs/observations

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?**

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

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

**TIER 1**

		Forms used for problem-solving and creating plans for support are included in the artifacts section.
	<p><b>How is the effectiveness of Tier 1 curriculum being monitored?</b>  District-based reading coaches and the Department of Teaching and Learning have worked with Instructional Partners, LSI, and Impact Florida to incorporate tools for analyzing curriculum tools and identifying strengths and weaknesses. We participated in <a href="#">LSI's Curriculum Diagnostic</a> and then began making adaptations and creating units of study in partnership with their expert curriculum team.</p> <p>We currently monitor the effectiveness of the pilot units using an adapted version of the Instructional Practice Guides.</p>	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 curriculum?</b></p> <p>We have already identified weaknesses in Collections in both standards-alignment and foundational skills. This prompted PCSD partner with LSI to create strong, aligned units of studies using Collections, Common Lit, and NewsELA.</p>
	<p><b>How is instruction modified for students who receive instruction through distance learning?</b>  All of our core resources have some digital components available. We use our district's learning management system, Canvas, to ensure continuous instruction for students. We provide options for both synchronous and asynchronous learning through tools like Canvas, Google Meets, and Zoom. We will also send some materials home with students for activities for some interventions: letter cards, word cards, highlighters, specific print materials, etc. may be sent home for students needing to virtual intervention support.</p>	

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:  <i>9<sup>th</sup>: Level 2 on the most recent FSA and 1<sup>st</sup>-35<sup>th</sup> percentile on STAR Assessment; OR Level 1 on the most recent FSA and 11<sup>th</sup> percentile or higher on STAR Assessment</i>  <i>10<sup>th</sup>: Level 2 on the most recent FSA and 1<sup>st</sup>-38<sup>th</sup> percentile on STAR Assessment; OR Level 1 on the most recent FSA and 11<sup>th</sup> percentile or higher on STAR Assessment</i>  <i>11<sup>th</sup>: Level 2 on the most recent FSA and no concordant score</i>  <i>12<sup>th</sup>: Level 2 on the most recent FSA and no concordant score</i></p>	
<b>THEN:</b>	<b>TIER 1 instruction and TIER 2 interventions</b>	
<b>TIER 1 instruction and TIER 2 interventions</b>	<p><i>Interventions:</i></p> <ul style="list-style-type: none"> <li>• <i>are standards-aligned</i></li> <li>• <i>address gaps and reduce barriers to students' ability to meet Tier 1 expectations</i></li> <li>• <i>provide systematic, explicit, and interactive small group instruction targeting foundational/barrier skills</i></li> <li>• <i>are matched to the needs of the students</i></li> <li>• <i>provide multiple opportunities to practice the targeted skill(s) and receive feedback</i></li> <li>• <i>occurs during time allotted in addition to core instruction</i></li> <li>• <i>includes accommodations (IEP, ESOL or 504)</i></li> </ul>	
		<b>TIER 2 Progress Monitoring</b>

<b>TIER 2 Programs/Materials/Strategies &amp; Duration</b>	<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to discontinue Tier 2 intervention</b>	<b>Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt addition of Tier 3 interventions</b>
<a href="#">Achieve 3000</a>	Lexile Assessment each month	Discontinuation of Tier 2 will be considered if the student demonstrates consistent growth in Lexile and earns a score within the appropriate grade band range and/or scores at the 11 <sup>th</sup> percentile or higher on the STAR Assessment.	Continuation will be considered if the student demonstrates consistent growth in Lexile but has not yet earned a score within or the appropriate grade band range and/or the student does not score in the 11 <sup>th</sup> percentile or higher on the STAR Assessment.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate growth in Lexile and has not earned a score within the appropriate grade band range and/or the student does not score in the 11 <sup>th</sup> percentile or higher on the STAR Assessment.
<a href="#">Imagine Learning Language</a>	<a href="#">Easy CBM</a> Vocabulary Probes every 2 weeks	Discontinuation of Tier 2 will be considered if the student demonstrates consistent mastery on the Easy CBM Vocabulary Assessments and/or scores at the 11 <sup>th</sup> percentile or higher on the STAR Assessment.	Continuation will be considered if the student demonstrates consistent growth in Lexile but has not yet earned a score within or the appropriate grade band range and/or the student does not score in the 11 <sup>th</sup> percentile or higher on the STAR Assessment.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate growth in Lexile and has not earned a score within the appropriate grade band range and/or the student does not score in the 11 <sup>th</sup> percentile or higher on the STAR Assessment.
<a href="#">Collections</a> – Reteach in small group based on specific needs	STAR Reading Progress Monitoring every 2 weeks	Discontinuation of Tier 2 will be considered if the student demonstrates consistent growth on the	Continuation will be considered if the student demonstrates consistent growth on the STAR Progress Monitoring	The addition of Tier 3 interventions will be considered if the student does not

			STAR Progress Monitoring and scores at the 11 <sup>th</sup> percentile or higher on the STAR Quarterly Assessment.	but the student does not score in the 11 <sup>th</sup> percentile or higher on the STAR Quarterly Assessment.	consistently demonstrate growth on the STAR Progress Monitoring and/or the student does not score in the 11 <sup>th</sup> percentile or higher on the STAR Quarterly Assessment.
	Explicit Comprehension Strategy Instruction – <a href="#">Reciprocal Teaching</a> , <a href="#">Socratic Seminar</a> , <a href="#">Collins Writes/Quick Writes</a> , <a href="#">Graphic Organizers</a>	STAR Reading Progress Monitoring every 2 weeks	Discontinuation of Tier 2 will be considered if the student demonstrates consistent growth on the STAR Progress Monitoring and scores at the 11 <sup>th</sup> percentile or higher on the STAR Quarterly Assessment.	Continuation will be considered if the student demonstrates consistent growth on the STAR Progress Monitoring but the student does not score in the 11 <sup>th</sup> percentile or higher on the STAR Quarterly Assessment.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate growth on the STAR Progress Monitoring and/or the student does not score in the 11 <sup>th</sup> percentile or higher on the STAR Quarterly Assessment.
	<a href="#">Khan Academy</a> : SAT/ACT Preparation and Coaching Programs	STAR Reading Progress Monitoring every 2 weeks	Discontinuation of Tier 2 will be considered if the student demonstrates consistent growth on the STAR Progress Monitoring and scores at the 11 <sup>th</sup> percentile or higher on the STAR Quarterly Assessment.	Continuation will be considered if the student demonstrates consistent growth on the STAR Progress Monitoring but the student does not score in the 11 <sup>th</sup> percentile or higher on the STAR Quarterly Assessment.	The addition of Tier 3 interventions will be considered if the student does not consistently demonstrate growth on the STAR Progress Monitoring and/or the student does not score in the 11 <sup>th</sup> percentile or higher on the STAR Quarterly Assessment.
	<b>Number of times a week intervention provided</b> <i>Typically, Tier 2 interventions occur 3-5 days per week. These are outlined specifically in individual student MTSS plans.</i>	Varies	<b>Number of minutes per intervention session</b> <i>Typically, Tier 2 interventions are 20-30 minutes in length. However, some programs show higher effect with less or more time, more intensity, or smaller groups. Time,</i>	<b>Varies</b>	

			<i>intensity, and duration per week are outlined specifically in individual student MTSS plans.</i>
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>We worked with our MTSS coordinators, coaches, teachers, and admin throughout the school year to assess the effectiveness of interventions. We also worked with a partnering organization to do a historical data study on several of our Tier 2 and Tier 3 interventions this year. K12 Lift analyzed the effectiveness of Mindplay, Systems 44 and Read 180, and Teengagement. They have also provided PCSD with reports outlining comparisons between i-Ready Diagnostic data and historical FSA data.</p>		
	<p><b>Explain how the use of the programs/materials/strategies is supported by strong evidence, moderate evidence, or promising evidence.</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Imagine Learning Language</a> - Moderate</li> <li>• <a href="#">Achieve 3000</a> - Strong</li> <li>• <a href="#">Collections</a> –Promising to Moderate</li> <li>• Explicit Comprehension Strategy Instruction – <a href="#">Reciprocal Teaching</a>, <a href="#">Socratic Seminar</a>, <a href="#">Collins Writes/Quick Writes</a>, <a href="#">Graphic Organizers</a> – Moderate</li> <li>• <a href="#">Khan Academy</a> - Strong</li> </ul>		
	<p><b>How are Tier 2 interventions modified for students who receive interventions through distance learning?</b></p> <p>Most of our interventions have some digital components available. We use our district’s learning management system, Canvas, to ensure continuous instruction and adapted interventions for students. We provide options for both synchronous and asynchronous learning through tools like Canvas, Google Meets, and Zoom. We will also send some materials home with students for activities for some interventions: letter cards, word cards, highlighters, specific print materials, etc. may be sent home for students needing to virtual intervention support.</p>		

<b>IF:</b>	<p>Student meets the following criteria at beginning of school year:  <i>9<sup>th</sup>: Level 1 on the most recent FSA and 1<sup>st</sup>-10<sup>th</sup> percentile on STAR Assessment</i>  <i>10<sup>th</sup>: Level 1 on the most recent FSA and 1<sup>st</sup>-10<sup>th</sup> percentile on STAR Assessment</i>  <i>11<sup>th</sup>: Level 1 on the most recent FSA and no concordant score and no waiver</i>  <i>12<sup>th</sup>: Level 1 on the most recent FSA and no concordant score and no waiver</i></p>			
<b>THEN:</b>	<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 intensive interventions</b>			
<b>TIER 1 instruction, TIER 2 interventions, and TIER 3 Intensive Interventions</b>	<p>Immediate, intensive intervention:</p> <ul style="list-style-type: none"> <li>• extended time</li> <li>• targeted instruction based on student need</li> <li>• small group or one-on-one instruction</li> <li>• accommodations (IEP, ESOL, or 504)</li> <li>• more frequent progress monitoring than TIER 1 instruction and TIER 2 interventions</li> <li>• <i>additional time allotted is in addition to core instruction and tier 2 interventions</i></li> </ul>			
	<b>TIER 3 Programs/Materials/Strategies &amp; Duration</b>	<b>TIER 3 Progress Monitoring</b>		
		<b>Assessment &amp; Frequency</b>	<b>Performance Criteria to remove Tier 3 and continue Tier 2 interventions in addition to Tier 1 instruction</b>	<b>Performance Criteria that would prompt changes to Tier 3 interventions</b>
	<a href="#">Achieve 3000</a>	Lexile Assessment each month	Discontinuation will be considered if the student demonstrates consistent progress in Lexile growth and/or the student scores in	Changes to Tier 3 interventions will be considered if the student does not consistently

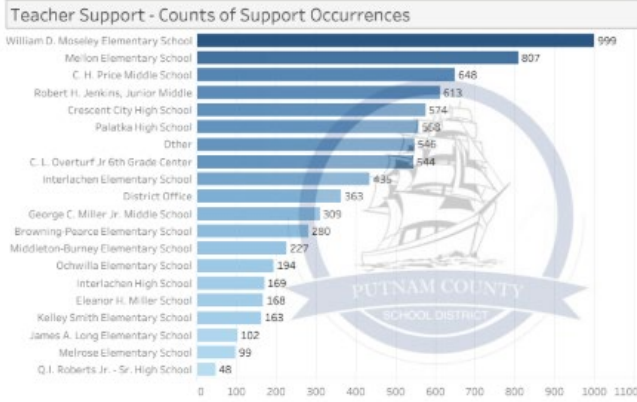


			the 11 <sup>th</sup> percentile or higher on the STAR Quarterly Assessment	demonstrate progress in Lexile growth and/or the student does not score in the 11 <sup>th</sup> percentile or higher on the STAR Quarterly Assessment
	<a href="#">Imagine Learning Language</a>	STAR Reading Progress Monitoring every 2 weeks	Discontinuation will be considered if the student demonstrates consistent progress on the STAR Progress Monitoring Assessments and/or the student scores in the 11 <sup>th</sup> percentile or higher on the STAR Quarterly Assessment	Changes to Tier 3 interventions will be considered if the student does not consistently demonstrate progress on the STAR Progress Monitoring Assessment and/or the student does not score in the 11 <sup>th</sup> percentile or higher on the STAR Quarterly Assessment
	<a href="#">Teengagement</a>	STAR Reading Progress Monitoring every 2 weeks	Discontinuation will be considered if the student demonstrates consistent progress on the STAR Progress Monitoring Assessments and/or the student scores in the 11 <sup>th</sup> percentile or higher on the STAR Quarterly Assessment	Changes to Tier 3 interventions will be considered if the student does not consistently demonstrate progress on the STAR Progress Monitoring Assessment and/or the student does not score in the 11 <sup>th</sup> percentile or higher on the STAR Quarterly Assessment
	<a href="#">Mindplay</a>	Progress Monitoring Assessments every 14 days of instruction	Discontinuation of Tier 3 interventions will be considered if the student demonstrates consistent progress or mastery on the embedded Mindplay Assessments and/or the student scores in the 16 <sup>th</sup> percentile or higher on i-Ready.	Changes to Tier 3 interventions will be considered if the student: <ul style="list-style-type: none"> <li>• does not consistently demonstrate mastery or progress on Mindplay Assessments</li> <li>• does not score in the 16<sup>th</sup> percentile or higher on the i-Ready Diagnostic</li> </ul> demonstrate consistent mastery or growth on the Mindplay Assessments and an additional significant area of

				need is now prioritized
	<p><b>All Tier 3 Interventions must be provided by a teacher who is certified in reading or has the reading endorsement.</b></p>			
	<p><b>Number of times a week intervention provided</b> Typically, Tier 2 interventions occur 3-5 days per week. These are outlined specifically in individual student MTSS plans.</p>	Varies	<p><b>Number of minutes per intervention session</b> Typically, Tier 3 interventions are 20-30 minutes in length. However, some programs show higher effect with less or more time, more intensity, or smaller groups. Time, intensity, and duration per week are outlined specifically in individual student MTSS plans.</p>	Varies
	<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 intervention, including alignment with core curriculum and instruction?</b></p> <p>We worked with our MTSS coordinators, coaches, teachers, and admin throughout the school year to assess the effectiveness of interventions. We also worked with a partnering organization to do a historical data study on several of our Tier 2 and Tier 3 interventions this year. K12 Lift analyzed the effectiveness of Mindplay, Systems 44 and Read 180, and Teengagement. They have also provided PCSD with reports outlining comparisons between i-Ready Diagnostic data and historical FSA data.</p>			
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<p><b>How are Tier 3 interventions modified for students who receive interventions through distance learning?</b></p> <p>Most of our interventions have some digital components available. We use our district’s learning management system, Canvas, to ensure continuous instruction and adapted interventions for students. We provide options for both synchronous and asynchronous learning through tools like Canvas, Google Meets, and Zoom. We will also send some materials home with students for activities for some interventions: letter cards, word cards, highlighters, specific print materials, etc. may be sent home for students needing to virtual intervention support.</p>				

# Attachment 1: District-Wide Reflector Logs showing prioritization of school support hours

## Investments of Learning and Support - (School Year 2019/2020)

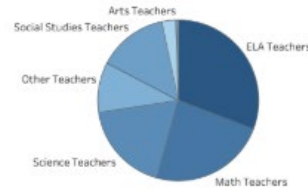


### Support Hours Logged

6,229

School	All
Date	8/2/2019 to 5/16/2020

### Teacher Types Served



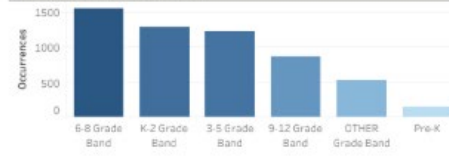
### Areas of Support - Hours

Support Type	Hours
Mentoring	1,823
Coaching Cycle	1,362
Planning for Collegial Support	822
PLCs (Prof. Learning Communities)	551
Participation in Professional Learning	551
Professional Learning Cycle	524
Intervention/Remediation Support	224
Co-teaching/Modeling	207
Data Analysis and Data Chats	154
Action Research/Inquiry Cycle	11

### Supporter Roles - Hours

Supporter Role	Hours
Coach	3,128
Novice Teacher Mentor	2,705
Content Specialist	354
Digital Support Colleague	42

### Support By Grade Band

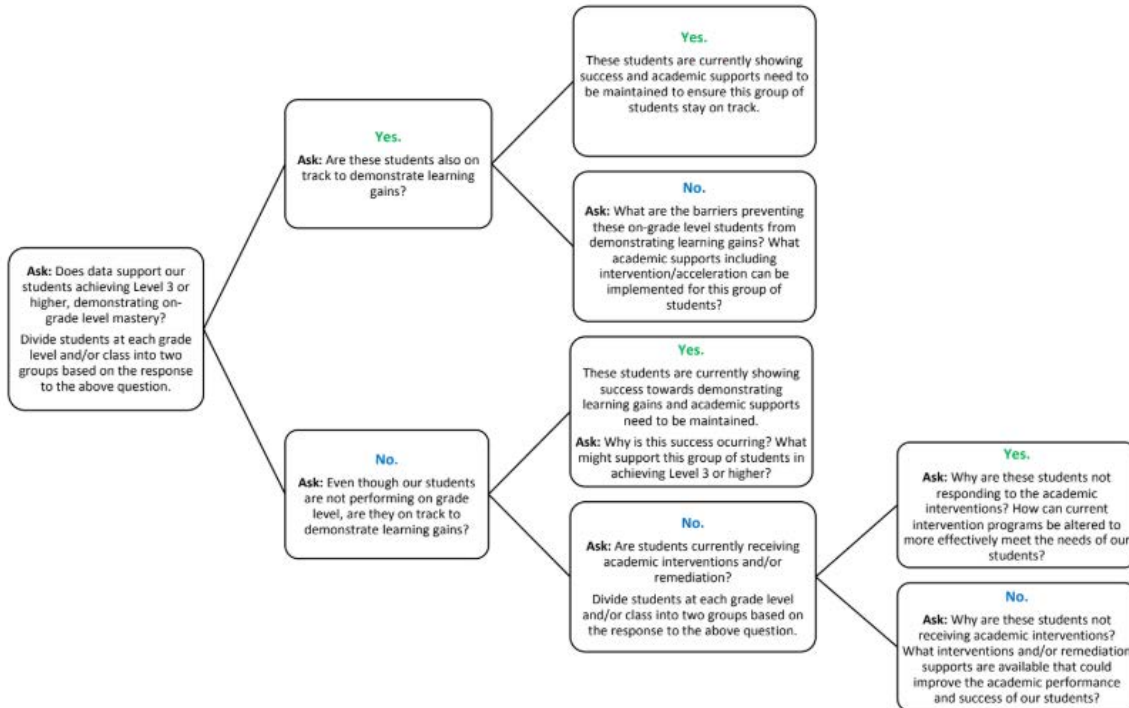


# Attachment 2: Example of Data Conversation Presentation Template

See attached ppt

# Attachment 3: Mid-year Student Performance Flow Chart

Mid-Year Student Performance Flowchart



## Attachment 4: Priority Professional Learning Alignment Tool

### Professional Learning Alignment Tool

Student Learning Area of Focus	Teaching Practice Professional Learning	Leadership Practice Support and Monitoring	Outcomes "Getting Better"
<ul style="list-style-type: none"> <li>What is our student problem of learning?</li> <li>Which students in subgroups, grade levels, content areas, or courses demonstrate the most need?</li> <li>What is one specific area of focus?</li> </ul>	<ul style="list-style-type: none"> <li>In what structures do teachers learn?</li> <li>How often are these structures occurring?</li> <li>What are the expectations for participation? Is it required or voluntary?</li> </ul>	<ul style="list-style-type: none"> <li>Who is participating in the professional learning structure?</li> <li>Who is leading the learning?</li> <li>How much time is spent in the structure?</li> <li>How are the structures working?</li> </ul>	<ul style="list-style-type: none"> <li>How is the purpose of professional learning established and communicated?</li> <li>What is leadership doing to support implementation of the professional learning?</li> <li>How are leaders monitoring the implementation?</li> <li>How and when are leaders engaging in feedback conversations with teachers?</li> </ul>
Area of Focus	Structures	Who and How	Support and Monitoring
			Student Outcomes
			Teacher Outcomes
			Leader Outcomes

Adapted from work by the University of Washington Center for Educational Leadership

## Attachment 5: Analysis and Planning for Student Learning Tool

### Analysis and Planning Tool to Increase Student Learning

Data Sources	Student Learning What data observations do you have around student learning?	Teaching Practice What data observations do you have around teaching practice?	Leadership Practice What practices related to classroom observation and assessment data are being implemented by school leaders?
Classroom Observation Data			
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			
Student Assessment Data			
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>			

	<b>Student Learning</b>	<b>Teaching Practice</b>	<b>Leadership Practice</b>
	What are some of the major trends you identified in your data around student learning?	What are some of the major trends you identified in your data around teaching practice?	What are some of the major trends you identified around leadership practice?
<b>Areas of Strength</b>			
<b>Opportunities for Growth</b>			

Adapted from work by the University of Washington Center for Educational Leadership

	<b>Student Learning</b>	<b>Teaching Practice</b>	<b>Leadership Practice</b>
	What will students learn to do that they are not doing now? What will students get better at?	What will teachers learn to do that they are not doing now? What will teachers get better at?	What will school leaders learn to do that they are not doing now? What will leaders get better at?
<b>Defining the Ideal</b>			
What is the ideal?  What does improvement look like?			
<b>Measuring Success</b>			
How will improvement be monitored?  How will success be measured?			

Adapted from work by the University of Washington Center for Educational Leadership