Putnam 2018-19 K-12 Comprehensive Research-Based Reading Plan

Contact Information

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

District Contact: Juliette Carter
Contact Email: j2carter@my.putnamschools.org
Contact Telephone: 386-329-0532

District-Level Leadership

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

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

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Overall FSA-ELA	52	*	54	*	56	*	58
District Overall FSA-ELA	37	39	38	41	42	43	45

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
State Gains FSA-ELA	52	*	54	*	54	*	59
District Gains FSA-ELA	42	44	46	46	47	48	50

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

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

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

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

"Effective teaching is essential to student achievement , and appropriate evaluation and coaching can increase teacher effectiveness" (Marzano, 2017). Studies have shown a direct correlation between teacher efficacy and contact with instructional coaches (Bennett, 1978; Poole & Okeafor, 1989, & Ross, 1992). For this reason, our reading allocation is used to provide instructional coaches in our schools. We have used 100% of our funding to purchase coaches for the past three years. Although we have remained a "C" for all three years; we have seen growth in our ELA learning gains from 42 to 46, and our lowest 25% from 35 to 40. Furthermore, we have provided extensive training for our coaches both in district and outside of the district (NEFEC, UF, Just Read, Morgridge Center, FRA). Coaches are placed according to priority based on DA status and FSA scores so not all schools have coaches. However, those who do have coaches continue to rank coaches as one of their most valuable assets.

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

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

   The following people are responsible for collecting and reviewing student progress monitoring data at the district level:
   -School turn around specialists will collect and review data on DA schools
   -Content area district specialists will collect and review data associated with the content area in order to make curricular and instructional decisions.
   -Directors and Asst. Superintendents will collect and review data to make personnel, curriculur, and instructional decisions.

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

   -Iready assessments are administered to students in grade K-8.
   -FAIR is administered to students in grades 9-10 and to those enrolled in Intensive Reading in grades 11-12.

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

   K-8 Iready will be given three times during the year (August, December, and April) and reviewed by the district within 4 weeks
   FAIR will be given three times during the year (August, December, and April) and reviewed by the district within 4 weeks.

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

District directors, content specialists, and graduation coaches are responsible for ensuring students are receiving appropriate interventions with fidelity.

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

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

   District directors are responsible for ensuring classroom instruction is aligned to grade-level Florida standards.

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

   Sample lesson plans, PLC notes, and Marzano observational data will be collected to demostrate classroom instruction is aligned to grade-level Florida standards.

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

   District directors will collect this data 2 times per year

6. **In regard to access to informational text for each content area in a variety of mediums, please address the following:**

   A. **Who at the district level will be responsible for ensuring that schools have access to informational text for each content areas in a variety of mediums?**

   This responsibility falls on several shoulders. In ELA, the district ELA specialists ensures the curriculum purchased includes at least 60% informational text, in a variety of mediums. Additionally, teachers are trained to use resources such as Ready, NEWSELA, Achieve 3000, Readworks, and Time For Kids as supplemental resources. The district Science specialist works with teachers to ensure displinary literacy in embedded in all science and social studies instruction and both informational and literary text are included in a variety of mediums. The district Math specialist works with teachers to ensure informational texts are included in a variety of mediums. Finally, the district IT specialist works with teachers to introduce and coach them in using informational text in a variety of mediums.

   B. **In addition to using texts from core, supplemental and intervention programs, what will the district do to ensure that schools have access to informational text for each content area in a variety of mediums?**

   To ensure schools have access to informational text in a variety of mediums outside of the core, our district has purchased interactive, multimedia curricula in all content areas. Furthermore, we have purchased Canvas, which allows teachers to create their own content including print, audio, and video.

7. **In regard to Universal Design for Learning (UDL), please address the following:**

   A. **Who at the district level will ensure that the all classroom instruction is accessible to the full range of learners using UDL principles?**

      Our Asst. Superintendent for Curriculum and Instruction and selected directors will ensure UDL principles are included as the district finalizes its instructional vision by including a UDL component checklist for any upcoming PD, including UDL as a focus in school-based PLCs, and through affording continued opportunities to attend UDL training/course work.

   B. **What evidence will the district collect to demonstrate that all classroom instruction is accessible to the full range of learners using UDL principles for effective instructional design (planning) and delivery (teaching)?**

      Sample lesson plans including UDL principles will be provided to the schools as models and then school-based lesson plans and walkthrough data will be collected to ensure lessons include UDL principles and are delivered accordingly.

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

      Sample lesson plans will be provided in the first 4 weeks of school. Collection will occur in October and February of 2018-2019.

8. **As a separate attachment please provide the meeting agenda which demonstrates the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district contact for Exceptional Student Education (ESE) to discuss the alignment between the District's Special Programs and Procedures (SP&P) requirements and the district's 2018-2019 K-12 Comprehensive Research-Based Reading Plan, as well as documentation that the district contact for the K-12 Comprehensive Research-Based Reading Plan has met with the district ELL contact to discuss alignment with their district ELL plan.**

   See Appendix A.

Research-Based Reading Instruction Allocation

As per Section 1011.62(c), F.S., funds allocated under this subsection must be used to provide a system of comprehensive reading instruction to students enrolled in the K-12 programs, which may include the following:
- An additional hour per day of intensive reading instruction to students in the 300 lowest-performing elementary schools by teachers and reading specialists who are effective in teaching reading;
- Kindergarten through grade 5 reading intervention teachers to provide intensive intervention during the school day and in the required extra hour for students identified as having a reading deficiency;
- Highly qualified reading coaches to specifically support teachers in making instructional decisions based on student data and improve teacher delivery of effective reading instruction, intervention and reading in the content areas based on student need;

- Professional development for school district teachers in evidence-based reading instruction, including strategies to teach reading in content areas with an emphasis on technical and informational text;
- Summer reading camps, using only teachers or other district personnel who are certified or endorsed in reading consistent with Section 1008.25(7)(b)(3), F.S., for all students in kindergarten through grade 2 who demonstrate a reading deficiency as determined by district and state assessments, and students in grades 3 through 5 who score at Level 1 on the statewide, standardized English Language Arts (ELA) assessment;
- Supplemental instructional materials that are grounded in evidence-based reading research; and
- Intensive interventions for students in kindergarten through grade 12 who have been identified as having a reading deficiency or who are reading below grade level as determined by the statewide, standardized English Language Arts assessment.

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

Professional Development

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

1. **Who is responsible for ensuring every professional development activity funded through the Research-Based Reading Instruction Allocation is appropriately entered into the district master inservice plan?**

   Laura France, Assistant Superintendent of Curriculum and Instruction

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

   Generally, no funds are used to pay for the actual inservice activities. Instead, Putnam County uses the funds from the Research–Based Reading Allocation to pay for District Reading Coach salaries. These coaches provide inservice related to ELA standards, best practices in reading, intervention, and curriculum to teachers and paraprofessionals thoughout the year. So while the funds do not pay for the actual inservice, they do pay for the person delivering inservice. As documentation of the professional development delivered, the reading coaches provide the District with a list of the inservice activities provided. NEFEC assists Putnam County with the coorelation of their Master Inservice Plan. In addition, they determine where and how the professional development provided by the reading coaches correlates in the Master Inservice Plan

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

   Who is responsible for ensuring this training is entered into the master inservice plan and is subsequently provided to reading coaches, classroom teachers and school administrators?

   Juliette Carter, District ELA Specialist, is responsible for providing this training to reading coaches, classroom teachers, and school administrators. Reading Coaches will receive the training at their monthly coaches meeting. Coaches will then deliver the training to the classroom teachers at their home schools. Any school that does not have a reading coach will be given the training during preplanning. Juliette Carter will provide training to school administration during the monthly scheduled principal's meeting. Furthermore, as NEFEC assists in the development of the Master Inservice Plan with Putnam County, they partner to provide courses, both online or face-to-face, that meet the requirements of Section 1012.585 (3) (F), F.S..

   Laura France, Assistant Superintendent of Curriculum and Instruction, will ensure the training is entered into the Master Inservice Plan.

4. **Was the training in question #3 funded through the Research-Based Reading Allocation? If not, please list the funding source for this training.**

   The training listed in question 3 is not funded through the Research-Based Reading Allocation since the money is used to pay salaries for coaches. Most, if not all, of the training is provided on district scheduled inservice days for teachers and paraprofessionals. If funds are used, the dollars come from Title 2, Title 5, or the general budget.

Reading/Literacy Coaches

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

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

   - http://www.putnamschools.org/UserFiles/Servers/Server_333117/File/Employment/Job%20Descriptions/Instructional/Reading_Coach_-_Elementary_64021.pdf

   - http://www.putnamschools.org/UserFiles/Servers/Server_333117/File/Employment/Job%20Descriptions/Instructional/Reading_Coach_-_Middle_Junior_64022.pdf

   - http://www.putnamschools.org/UserFiles/Servers/Server_333117/File/Employment/Job%20Descriptions/Instructional/Reading_Coach_-_Senior_High_64023.pdf

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

   Moseley Elementary School
   Mellon Elementary School
   Robert Jenkins Middle School
   George Miller Middle School
   CH Price Middle School
   Interlachen High School

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

   Yes, all of these schools have a demonstrated need for a coach based on student data.

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

   a. Elementary:3
   b. Middle:3
   c. High:1

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

   The effectiveness of reading/literacy coaches in the district is measured by the amount of time coaches spend in the schools directly serving teachers and students. Coaches are evaluated by direct supervisors using the Marzano evaluation instrument.

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

   100%

<u>Supports for Identificaiton and Intervention of Students With Reading Deficiencies</u>

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

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

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

   0

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

   na

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

   a. Elementary:na
   b. Middle:na
   c. High:na

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

   0

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

   na

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

   0

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

Title 1 or school's internal account

Summer Reading Camps

Please complete the following questions regarding SRC.

1. **SRC Supervisor Name:**Deborah Decubellis

2. **Email Address:**ddecubellis@my.putnamschools.org

3. **Phone Number:**386-329-0532

4. **Please list the schools which will host a SRC:**

James A Long Elementary
Middleton-Burney Elementary
Interlachen Elementary

5. **Provide the following information regarding the length of your district SRC:**

   a. **Start Date:**June 4, 2018
   b. **Which days of the week is SRC offered:**M-TH
   c. **Number of instructional hours per day in reading:** 5
   d. **End Date:**June 28, 2018
   e. **Total number of instructional hours of reading:**80

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

69% of our Summer Reading Camp teachers have been rated as highly effective. The remaining 31% have either received reading endorsement or have demonstrated highly effective practices through observation.

7. **What is the anticipated teacher/student ratio?**

1:12 with paraprofessionals

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

no

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

Iready performance records and weekly running records from LLI lab

300 Lowest-Performing Elementary Schools

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

This may be found in Appendix C.

Budget Review

Estimated proportional share distributed to district charter schools	26, 852.00
District expenditures on reading coaches	517, 896
District expenditures on intervention teachers	0
District expenditures on supplemental materials or interventions	0
District expenditures on professional development	0
District expenditures on summer reading camps	0
District expenditures on additional hour for school on the list of 300 lowest performing elementary schools	0
Flexible Categorial Spending	0
Sum of Expenditures	544,748
Amount of district research-based reading intruction allocation for 2018-2019	544,748

4/2/18   K12 Plan Meeting   AGENDA

Attendees: Laura France, Asst. Superintendent for Curriculum & Instruction; Debby Decubellis, Elementary & Secondary Director for Curriculum & Instruction; Ramonda Clayton, District ESOL Specialist; Susan Gaboriau, District IT Specialist; Vanessa Gollnick, District Math Specialist; Juliette Carter, District ELA Specialist; Andrew Burnett, Director for ESE met with Juliette Carter on 4/3/18.

I. Review district data and approve goals

All meeting attendees approved district-set goals

Growth (Learning Gains) Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Actual	2018-2019 Goal	2019-2020 Goal
District Gains FSA-ELA	42	44	46	46	*	48	50

Performance Goals	2015-2016 Actual	2016-2017 Goal	2016-2017 Actual	2017-2018 Goal	2017-2018 Goal	2018-2019 Goal	2019-2020 Goal
District Overall FSA-ELA	36.7	39	37.6	41	*	43	45

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

II. Discussion of closing the Achievement Gaps

Our gaps in ED & SWD students did not improve or worsen--they remained the same. However, our gaps in W/AA, W/H, & ELL student achievement widened, with the ELL students achievement gap increasing by 7%. We discussed possible cause and solutions for this widening.

Possible causes discussed:

Lack of teacher training (Alt. Certified teachers)

Lack of foundational background in both native & second language
Inadequate curricula
Lack of motivation (especially in our secondary students)
Possible solutions discussed:
Providing additional training for teachers
Administering the iReady/HMH Phonics Inventory to determine advanced phonics needs
Consideration of additional curricula purchases such as Rosetta Stone (for those with native language foundational skills) and Imagine Learning for K-5 students; increasing the use of the scaffolded ELL instructional plans and resources already included in the core reading curricula.
Further investigation into the lack of motivation in our secondary students; additional conversations for possible solutions will be held
III. Discussion of coordination with district SP & P and ELL plan
Ramonda Clayton provided copies of the ELL plan and Andrew Burnett provided copies of the S P & P. We did not find any instances of contradiction in either plan.
IV. Discussion of the district UDL plan
Attendees discussed need for more concentration on UDL principles in PD and PLCs. Decisions were made to include a checklist and offer current teachers who took the UDL course from CPalms the opportunity to work with other teachers, who might be offered compensation for taking the Cpalms UDL course.

<u>Identification of Students with Reading Deficiencies and Intervention Supports</u>

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

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

The charts must contain the following information:

- The grade level(s) of the student;
- Name and performance benchmark on screening, diagnostic, progress monitoring, local assessment, statewide assessment or teacher observations used to identify students with substantial deficiencies in reading and subsequent interventions provided. FSA-ELA scores must be used for appropriate grade levels;
- DT1 must clearly state the conditions the district uses to determine whether a student has a substantial reading deficiency and will subsequently notify the student's parent as required in Section 1008.25, F.S. This also includes a description of the intensive, explicit, systematic, and multisensory reading interventions which will be provided to students in grades K-3;
- DT1 must include information on how the Florida Kindergarten Readiness Screener will be used to plan intervention for students scoring in the following performance levels:
  1) Scaled score of 497-529
  2) Scaled score of 438-496
  3) Scaled score of 437 and below; and
- An explanation of how instruction will be modified for students who have not responded to a specific reading intervention with the initial intensity (time and group size) provided;

Chart DT1 Putnam 2018-2019					
Grade Level(s)	**Progress Monitoring Assessments**	**Date(s)**	**If**	**Then**	**Programs/Materials/Strategies**
K	**Star Early Literacy**	8/14-9/25	Scaled score of 497-529 (40%)	Student receives whole group and small group instruction	HMH Journeys, iReady, SRA, LLI, Star Early Literacy, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Gradual Release Model, Mind Play
			Scaled score of 438-496 (20%-39%)	Student receives whole group and small group differentiated instruction	HMH Journeys, iReady, SRA, LLI, Star Early Literacy, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Gradual Release Model, Mind Play
			Scaled score of 437 below (19%-below)	Parents are notified if a student is significantly below grade level in reading with a substantial reading deficit. Student receives whole group, small group, and intensive individual differentiated instruction to address the deficiency (ies)	HMH Journeys, iReady, SRA, LLI, Star Early Literacy, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Gradual Release Model, Mind Play
K-5	**iReady Diagnostic**	August/September 2018	Student is on grade level 67% or above	Student receives whole and small group instruction that provides practice in skills and further challenges from programs/materials/strategies listed.	HMH Journeys, iReady, SRA, LLI, Raz Plus, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Rewards, Gradual Release Model, Achieve 3000, Mind Play, Other multisensory intervention materials/resources
			Student is below grade level 31-66%	Parents are notified student is below grade level in reading. Student receives whole and small group	HMH Journeys, iReady, SRA, LLI, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a

			instruction that provides practice in skills and remediation for areas of need and is progress monitored bi-weekly.	Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Rewards, Gradual Release Model, Achieve 3000, Mind Play, Other multisensory intervention materials/resources
		Student is significantly below grade level 30% or below	Parents are notified if a student is significantly below grade level in reading with a substantial reading deficit. Student receives whole group, small group, and intensive individual differentiated instruction to address the deficiency (ies).	HMH Journeys, iReady, SRA, LLI, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Rewards, Gradual Release Model, Achieve 3000, Mind Play, Other multisensory intervention materials/resources
iReady Growth Monitoring	October 2018	Sufficient growth will be determined by progress towards district set targets for each grade level	Students showing insufficient growth will receive whole, small group, and targeted in-class and online instruction via iReady &/or other intervention programs and be monitored by the teacher/school leadership weekly.	HMH Journeys, iReady, SRA, LLI, Raz Plus, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Rewards, Gradual Release Model, Achieve 3000, Mind Play, Other multisensory intervention materials/resources
iReady Progress Monitoring	December 2018	Student is on grade level >70% on growth monitoring	Student receives whole and small group instruction that provides practice in skills and further challenges from programs/materials/strategies listed.	HMH Journeys, iReady, SRA, LLI, Raz Plus, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Rewards, Gradual Release Model, Achieve 3000, Mind Play, Other multisensory intervention materials/resources

			Student is below grade level 50-69% on growth monitoring	Parents are notified if a student is below grade level in reading. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need and is progress monitored bi-weekly.	HMH Journeys, iReady, SRA, LLI, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Rewards, Gradual Release Model, Achieve 3000, Mind Play, Other multisensory intervention materials/resources
			Student is significantly below grade level <49% on growth monitoring	Students significantly below grade level will receive whole, small group, and targeted in-class and online instruction via iReady or other intervention programs and be progress monitored weekly.	HMH Journeys, iReady, SRA, LLI, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Rewards, Gradual Release Model, Achieve 3000, Mind Play, Other multisensory intervention materials/resources
	iReadyProgress Monitoring	May 2019	Student is on grade level >70% on growth monitoring Student is below grade level 50-69% on growth monitoring	Student receives whole and small group instruction and suggestions for summer reading. Parents are notified student is below grade level in reading. Student receives whole and small group instruction and suggestions for summer reading and strategies to improve reading.	HMH Journeys, iReady, SRA, LLI, Raz Plus, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Rewards, Gradual Release Model, Achieve 3000, Mind Play, Other multisensory intervention materials/resources
			Student is significantly	Parents are notified if a student is significantly below	HMH Journeys, iReady, SRA, LLI, Phonics Dance, Collaborative Classroom: Being a

			below grade level <49% on growth monitoring	grade level in reading. Student receives whole and small group instruction and suggestions for summer reading and strategies &/or materials to improve reading.	Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Rewards, Gradual Release Model, Achieve 3000, Mind Play, Other multisensory intervention materials/resources
3-5	**FSA ELA**	2018 Results	Student scores level 3-5	Student receives comprehensive reading instruction in the six components of reading, occasional teacher-led small group instruction to encourage acceleration, and computer-based instruction that provides practice in skills and acceleration	HMH Journeys, iReady, SRA, LLI, Phonics Dance, Raz Plus, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Rewards, Gradual Release Model, Achieve 3000, Mind Play, Other multisensory intervention materials/resources
			Student scores level 2	Student receives comprehensive reading instruction in the six components of reading, frequent small group teacher-led instruction, and computer-based instruction that pinpoints gaps and provides practice in skills needing remediation. Student may receive small group intervention based on a number of factors such as: previous course grades, prior FSA score, teacher input, other assessment data.	HMH Journeys, iReady, SRA, LLI, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Rewards, Gradual Release Model, Achieve 3000, Mind Play, Other multisensory intervention materials/resources

			Student scores level 1	Student receives comprehensive reading instruction in the six components of reading, frequent small group teacher-led instruction, and computer-based instruction that pinpoints gaps and provides practice in skills needing remediation. Student may receive small group intervention based on a number of factors such as: previous course grades, prior FSA score, teacher input, other assessment data.	HMH Journeys, iReady, SRA, LLI, Phonics Dance, Collaborative Classroom: Being a Reader, Collaborative Classroom: Being a Writer, SIPPS: Systematic Instruction in Phonemic Awareness and Phonics, Rewards, Gradual Release Model, Achieve 3000, Mind Play, Other multisensory intervention materials/resources

Grade Level(s)	Progress Monitoring Assessments	Date(s)	IF	THEN	Programs/Materials/Strategies
6-8	iReady Diagnostic	Aug/Sept 2018	Student is on grade level 67% or above	Student receives whole and small group instruction that provides practice in skills and further challenges from programs/materials/strategies listed.	HMH Journeys/Collections (Inside ELA course), iReady (inside ELA course), Gradual Release Model (Inside ELA course), Achieve 3000 (Inside ELA course),Other multisensory intervention materials/resources (Inside ELA course)
			Student is below grade level 31-66%	Parents are notified student is below grade level in reading. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need and is progress monitored bi-weekly.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), Possibly READ 180 (Intensive reading course), Possibly Teengagement – 8th Grade(Intensive reading course), Possibly LLI (Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), Possibly Mindplay (Intensive reading course/ESE only), Other multisensory intervention materials/resources ((Inside ELA course/Intensive Reading Course)
			Student is far below grade level 30% or below	Parents are notified if a student is significantly below grade level in reading with a substantial reading deficit. Student receives whole group, small group, and intensive individual differentiated instruction to address the deficiency (ies). Students far below grade level will receive whole, small group, and targeted in-class and online instruction via iReady or other intervention programs and will be progress monitored weekly.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), READ 180 (Intensive reading course) or Teengagement – 8th Grade(Intensive reading course) or LLI (Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), or Mindplay (Intensive reading course/ESE only), Other multisensory intervention materials/resources ((Inside ELA course/Intensive Reading Course)
	iReady Growth Monitoring	Oct 2018	Sufficient growth will be determined by	Students showing insufficient growth will receive whole, small group, and targeted in-	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), Possibly READ 180

			progress towards district set targets for each grade level	class and online instruction via iReady &/or other intervention programs and be monitored by the teacher/school leadership weekly. Students not responding to a specific reading intervention with the initial intensity (time and group size) provided will receive additional time and smaller group size/individual instruction.	(Intensive reading course), Possibly Teengagement – 8th Grade(Intensive reading course), Possibly LLI(Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), Possibly Mindplay (Intensive reading course/ESE only), Other multisensory intervention materials/resources ((Inside ELA course/Intensive Reading Course)
	iReady Progress Monitoring	Dec 2018	Student is on grade level 70% or >70%	Student receives whole and small group instruction that provides practice in skills and further challenges from programs/materials/strategies listed.	HMH Journeys/Collections (Inside ELA course), iReady (inside ELA course), Gradual Release Model (Inside ELA course), Achieve 3000 (Inside ELA course),Other multisensory intervention materials/resources (Inside ELA course)
			Student is below grade level 50-69%	Parents are notified student is below grade level in reading. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need and is progress monitored bi-weekly.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), Possibly READ 180 (Intensive reading course), Possibly Teengagement – 8th Grade(Intensive reading course), Possibly LLI (Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), Possibly Mindplay (Intensive reading course/ESE only), Other multisensory intervention materials/resources ((Inside ELA course/Intensive Reading Course)
			Student is far below grade level 49% or <49%	Parents are notified student remains below grade level in reading. Students far below grade level will receive whole, small group, and targeted in-class and online instruction via iReady or other intervention programs and will be progress monitored weekly.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), READ 180 (Intensive reading course) or Teengagement – 8th Grade(Intensive reading course) or LLI (Intensive reading course), Gradual Release Model

					(Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), or Mindplay (Intensive reading course/ESE only), Other multisensory intervention materials/resources ((Inside ELA course/Intensive Reading Course)
	iReady Progress Monitoring	May 2019	Student is on grade level 70% or >70%	Student receives whole and small group instruction and suggestions for summer reading.	HMH Journeys/Collections (Inside ELA course), iReady (inside ELA course), Gradual Release Model (Inside ELA course), Achieve 3000 (Inside ELA course),Other multisensory intervention materials/resources (Inside ELA course)
			Student is below grade level 50-69%	Parents are notified student is below grade level in reading. Student receives whole and small group instruction and suggestions for summer reading and strategies to improve reading.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), Possibly READ 180 (Intensive reading course), Possibly Teengagement – 8th Grade(Intensive reading course), Possibly LLI(Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), Possibly Mindplay (Intensive reading course/ESE only), Other multisensory intervention materials/resources ((Inside ELA course/Intensive Reading Course)
			Student is far below grade level 49% or <49%	Parents are notified if a student remains significantly below grade level in reading. Student receives whole and small group instruction and suggestions for summer reading and strategies &/or materials to improve reading.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), READ 180 (Intensive reading course), or Teengagement – 8th Grade(Intensive reading course) or LLI(Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course) or Mindplay (Intensive reading course), Other multisensory intervention

					materials/resources ((Inside ELA course/Intensive Reading Course)
	FSA ELA	2019 results	Student scores level 3-5	Student receives comprehensive reading instruction in the six components of reading, occasional teacher-led small group instruction to encourage acceleration, and computer-based instruction that provides practice in skills and acceleration.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course),Gradual Release Model (Inside ELA course), Achieve 3000 (Inside ELA course), Other multisensory intervention materials/resources ((Inside ELA course)
			Student scores level 2	Student receives comprehensive reading instruction in the six components of reading, frequent small group teacher-led instruction, and computer-based instruction that pinpoints gaps and provides practice in skills needing remediation. Student may receive small group intervention based on a number of factors such as: previous course grades, prior FSA score, teacher input, other assessment data.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), Possibly READ 180 (Intensive reading course), Possibly Teengagement – 8th Grade(Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course), Possibly Mindplay (Intensive reading course/ESE Only), Other multisensory intervention materials/resources (Inside ELA course/Intensive Reading Course)
			Student scores level 1	Student receives comprehensive reading instruction in the six components of reading, frequent small group teacher-led instruction, and computer-based instruction that pinpoints gaps and provides practice in skills needing remediation. Student may receive small group intervention based on a number of factors such as: previous course grades, prior FSA score, teacher input, other assessment data.	HMH Journeys/Collections (Inside ELA course), iReady (Inside ELA course), READ 180 (Intensive reading course) or Teengagement – 8th Grade(Intensive reading course) or LLI(Intensive reading course), Gradual Release Model (Inside ELA course/Intensive reading course), Achieve 3000 (Inside ELA course) or Mindplay (Intensive reading course/ESE only), Other multisensory intervention materials/resources (Inside ELA course/Intensive Reading Course)

Grade Level(s)	Progress Monitoring Assessments	Date(s)	IF (Condition)	THEN (Treatment)	Programs/Materials/Strategies
9-12	FAIR	Sept 2018	Student is on grade level 60-84+ FSP 0r > 50% on Comprehension	Student receives whole and small group instruction that provides practice in skills and further challenges from programs/materials/strategies listed.	HMH Collections, READ 180, Gradual Release Model, Achieve 3000, Other multisensory intervention materials/resources available at school site (Inside ELA course)
			Student is below grade level <60 FSP or 30% on Comprehension	Parents are notified student is below grade level in reading. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need and is progress monitored monthly.	HMH Collections, Possibly *Teengagement, Gradual Release Model, Achieve 3000, Other multisensory intervention materials/resources available at school site Students not responding to this intervention will enter the MTSS process and intervention type, frequency or group size will be modified. (Inside Ela course unless noted by * which will be in Intervention course)
			Student is far below grade level <30 FSP or 30% on Comprehension	Parents are notified student is below grade level in reading. Students far below grade level will receive whole, small group, and targeted in-class and/or online instruction and will be progress monitored weekly.	HMH Collections, *Teengagement, Gradual Release Model, Achieve 3000, Other multisensory intervention materials/resources available at school site. Students not responding to this intervention will enter the MTSS process and intervention type, frequency or group size will be modified. (Inside Ela course unless noted by * which will be in Intervention course)
	FAIR	Dec 2018	Student is on grade level 60-84+ FSP 0r > 50% on Comprehension	Student receives whole and small group instruction that provides practice in skills and further challenges from programs/materials/strategies listed.	HMH Collections, READ 180, Gradual Release Model, Achieve 3000, Other multisensory intervention materials/resources available at school site (Inside ELA course)

			Student is below grade level <60 FSP or 30% on Comprehension	Parents are notified student is below grade level in reading. Student receives whole and small group instruction that provides practice in skills and remediation for areas of need and is progress monitored monthly.	HMH Collections, Possibly *Teengagement, Gradual Release Model, Achieve 3000, Other multisensory intervention materials/resources available at school site. Students not responding to this intervention will enter the MTSS process and intervention type, frequency or group size will be modified. (Inside Ela course unless noted by * which will be in Intervention course)
			Student is far below grade level <30 FSP or 30% on Comprehension	Parents are notified student is below grade level in reading. Students far below grade level will receive whole, small group, and targeted in-class and/or online instruction and will be progress monitored weekly.	HMH Collections, *Teengagement, Gradual Release Model, Achieve 3000, Other multisensory intervention materials/resources available at school site Students not responding to this intervention will enter the MTSS process and intervention type, frequency or group size will be modified. (Inside Ela course unless noted by * which will be in Intervention course)
	FAIR	May 2019	Student is on grade level 60-84+ FSP 0r > 50% on Comprehension	Student receives whole and small group instruction and suggestions for summer reading.	HMH Collections, Gradual Release Model, Achieve 3000, Other multisensory intervention materials/resources available at school site (Inside ELA course)
			Student is below grade level 60-84+ FSP 0r > 50% on Comprehension	Parents are notified student is below grade level in reading. Student receives whole and small group instruction and suggestions for summer reading and strategies to improve reading.	HMH Collections, Possibly *Teengagement, Gradual Release Model, Achieve 3000, Other multisensory intervention materials/resources available at school site. Students not responding to this intervention will enter the MTSS process and intervention type,

					frequency or group size will be modified. (Inside Ela course unless noted by * which will be in Intervention course)
			Student is far below grade level <30 FSP or 30% on Comprehension	Parents are notified student is below grade level in reading. Student receives whole and small group instruction and suggestions for summer reading and strategies &/or materials to improve reading.	HMH Collections, *Teengagement Gradual Release Model, Achieve 3000, Other multisensory intervention materials/resources available at school site. Students not responding to this intervention will enter the MTSS process and intervention type, frequency or group size will be modified. (Inside Ela course unless noted by * which will be in Intervention course)
9-10	FSA ELA	2019 results	Student scores level 3-5	Student receives comprehensive reading instruction in the six components of reading, occasional teacher-led small group instruction to encourage acceleration, and computer-based instruction that provides practice in skills and acceleration.	HMH Collections, Gradual Release Model, Achieve 3000, Other multisensory intervention materials/resources available at school site (Inside ELA course)
			Student scores level 2	Student receives comprehensive reading instruction in the six components of reading, frequent small group teacher-led instruction, and computer-based instruction that pinpoints gaps and provides practice in skills needing remediation. Student may receive small group intervention based on a number of factors such as: previous course grades, prior FSA score, teacher input, and other assessment data.	HMH Collections, *Possibly Teengagement, Gradual Release Model, Achieve 3000, Other multisensory intervention materials/resources available at school site. Students not responding to this intervention will enter the MTSS process and intervention type, frequency or group size will be modified. (Inside Ela course unless noted by * which will be in Intervention course)
			Student scores level 1	Student receives comprehensive reading instruction in the six components of reading, frequent small group teacher-led instruction, and computer-based instruction that pinpoints gaps and provides practice in skills needing	HMH Collections, *Teengagement, Gradual Release Model, Achieve 3000, Other multisensory intervention

				remediation. Student may receive small group intervention based on a number of factors such as: previous course grades, prior FSA score, teacher input, and other assessment data.	materials/resources available at school site. Students not responding to this intervention will enter the MTSS process and intervention type, frequency or group size will be modified. (Inside Ela course unless noted by * which will be in Intervention course)

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

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

1. **District name:** Putnam
2. **Contact name:** District-Juliette Carter, ELA Specialist /School-Libby Weaver, Admin
3. **Contact phone number:** District-386-329-0532, School-386-329-0593
4. **Contact email:** j2carter@my.putnamschools.org
5. **Schools covered by this plan:** Mellon Elementary

Section 2: Length of School Day

1. **School start time:** 7:45
2. **School dismissal time:** 2:35
3. **Total number of instructional minutes:** 410
4. **Minutes per day of reading instruction:** 150 Minutes

Section 3: Instructional Design

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

   Students scoring a level 4 or 5 on the FSA participate in the extra hour of instruction at Mellon Elementary. These students are provided reading enrichment by a certified teacher during the reading intervention block. Currently this enrichment is being provided by a Teacher on Special Assignment, Mrs. Amber Hutcheson.

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

   All teachers Kindergarten through Fifth Grades will be participating in the Reading Intervention Block. We insure that our teachers are specifically trained in Fountas and Pinnell's Leveled Literacy Intervention (LLI). In addition, our second through fifth grade teachers receive additional training in Benchmark Education's Accessing Complex Text

(ACT) strategies. Our kindergarten and first grade students are also trained in the Center for Collaborative Classroom's Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS). All teachers are monitored using Marzano's evaluation instruments and evaluated for implementation fidelity by school administration, district instructional coaches, and contracted program specialists. Those who receive less than effective ratings receive additional targeted coaching based on deficiencies, and a novice peer tutor who checks in with the teacher each week and reports progress to the principal.

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

    Fountas and Pinnell's Leveled Literacy Intervention (LLI)
    Benchmark Education's Accessing Complex Text (ACT)
    Center for Collaborative Classroom's Systematic Instruction in Phonological Awareness, Phonics and Sight Words(SIPPS)
    Progress monitoring data such as LLI assessments and iReady assessments as well as an increase of FSA scores indicate very strong growth trends in the area of reading. LLI was used for intensive reading instruction last year and according to program data, 88% of the students moved at least 4 levels. Additionally, Mellon had an unprecedented proficiency rate increase from 19% to 31% on the 3rd ELA FSA.

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

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

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

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

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

Through implementation of research based programs with fidelity, the integration of social studies with tools such as *Social Studies Weekly*, science with tools such as *Newsela*, and mathematics-text reading, text discussion, and writing in response to reading occurs. On-going monitoring by school administration, district instructional coaches, and contracted program specialists insure that commitment and conformity to programs happen. All of our elementary schools have an additional hour of instruction scheduled daily so that intervention and enrichment can be scheduled all day, every day for students based on their needs.

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

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

1. **District name:** Putnam
2. **Contact name for schools covered on this plan:** Juliette Carter-District ELA Specialist/Nancy Wilde-Instructional Coach
3. **Contact phone number:** District 386-329-0532/School 386-698-1238
4. **Contact email:**j2carter@my.putnamschools.org or nwilde@myputnamschools.org
5. **Schools covered by this plan:** Middleton-Burney Elementary School

Section 2: Length of School Day

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

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

Section 3. Instructional Design

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

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

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

   LLI will be taught by instructional assistants and ELA teachers who have been trained in LLI. Words Their Way and ACT will be taught by ELA teachers. Imagine Learning will be taught by instructional assistants and ELA teachers. Information in Action will be taught by ELA teachers. All teachers are monitored and evaluated for implementation fidelity by school admin, instructional coaches, and contracted program specialists. The school-based coach provides support for each intervention.

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

   LLI will be delivered in Learning Labs where students are placed in small groups based on BAS indicated levels. LLI was used at Middleton-Burney last year. According to program data, 37% of the students grew at least 4 levels. 32% of third graders scored levels 3-5 on the ELA FSA, in comparison to 29% the previous year.

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

   K-3 LLI students will be monitored weekly using the system assessment as well as the initial BAS for placement. 4th - 5th Words Their Way Spelling Inventories will be utilized for placement as well as monitoring. ACT placement will be determined with FSA and i-Ready Diagnostic data. Teachers will use formative program activity data for ongoing feedback. Imagine Learning will use ongoing reports as well as Diagnostic Test Data throughout the year.1st - 5th Information In Action Enrichment will be determined by FSA and i-Ready Diagnostic #1. Teachers will use formative program data for ongoing feedback.

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

   The Leveled Literacy Intervention program provides instruction in all components of reading. Systematic phonics and word work instruction is delivered daily; fluency, comprehension and vocabulary are delivered through high quality, rigorous texts in all of the intervention programs. Intervention actions will be based on FSA data as well as i-Ready Diagnostic #1. Deficiencies will be addressed through targeted interventions using LLI, Words Their Way, and Imagine Learning. K-3 LLI will be between 35-40 minutes per day, 5 days a week. 3rd grade - Words Their Way and ACT will be 30 minutes per day, 5 days per week. 4th and 5th grade Words Their Way and ACT will be 45 minutes per day, 5 days a week. Imagine Learning teacher resources in small groups will be utilized in 4th and 5th grades 45 min. per day, 4 days per week. Enrichment K-3 Information in Action will be 30 minutes per day, 5 days a week, and 4th and 5th Information in Action will be 45 minutes per day, 5 days per week.

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

   The ACT Materials, Information In Action, and Fountas and Pinell Leveled Literacy Intervention program exposes students to a wide variety of informational texts. These texts are aligned to the science and social studies standards for each grade level.

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

Please complete the following questions to be included as an addendum to the 2018-2019 K-12 District Comprehensive Reading Plan for all schools in your district who are on the list of 300 Lowest Performing Elementary Schools. A district may submit one set of answers for multiple schools in the district if every school is using the same implementation plan.

Section 1: Contact Information

1. **District name:** Putnam
2. **Contact name for schools covered on this plan:** District-Juliette Carter, ELA Specialist/Michelle Wilds, Instructional Coach
3. **Contact phone number:** District 386-329-0532/School 386-329-0562
4. **Contact email:** j2carter@my.putnamschools.org or mwilds@myputnamschools.org
5. **Schools covered by this plan: Moseley Elementary School**

Section 2: Length of School Day

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

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

Section 3. Instructional Design

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

   These Interventions program as well as the ACT (Accessing Complex Texts) program through Benchmark Education. Students will receive enrichment instruction through Leveled Literacy Intervention. All of our elementary schools have an additional hour of instruction scheduled daily so that intervention and enrichment can be scheduled all day, every day for students based on their needs.

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

   Leveled Literacy instructors are trained and have experience with the intervention/enrichment activities. Certified teachers will also provide interventions to the bottom quartile and lowest performing students through the LLI program. All teachers are monitored using Marzano's evaluation instruments and evaluated for implementation fidelity by school administration, district instructional coaches, and contracted program specialists. Those who receive less than effective ratings receive additional targeted coaching based on deficiencies, and a novice peer tutor who checks in with the teacher each week and reports progress to the principal.

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

   Moseley Elementary uses the Fountas and Pinnell Leveled Literacy Intervention program to intervene with our students who exhibit a reading deficiency in grades 2-5. This program is researched based and addresses all components of the components of literacy. Moseley Elementary used LLI last year and according to LLI program data, 69% of the students increased 4 or more levels. Third grade proficiency on the ELA FSA increased from 19% to 31%.

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

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

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

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

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

   The Leveled Literacy Intervention program exposes students to a wide variety of informational texts. These texts are aligned to many of the science and social studies standards for each grade level. The LLI tutors are also trained to build background in these topics by integrating multiple technology sources into their lessons. Students are also required to write weekly in response to the focus texts, and any research they have done through available technology.